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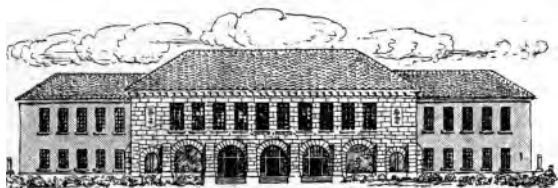
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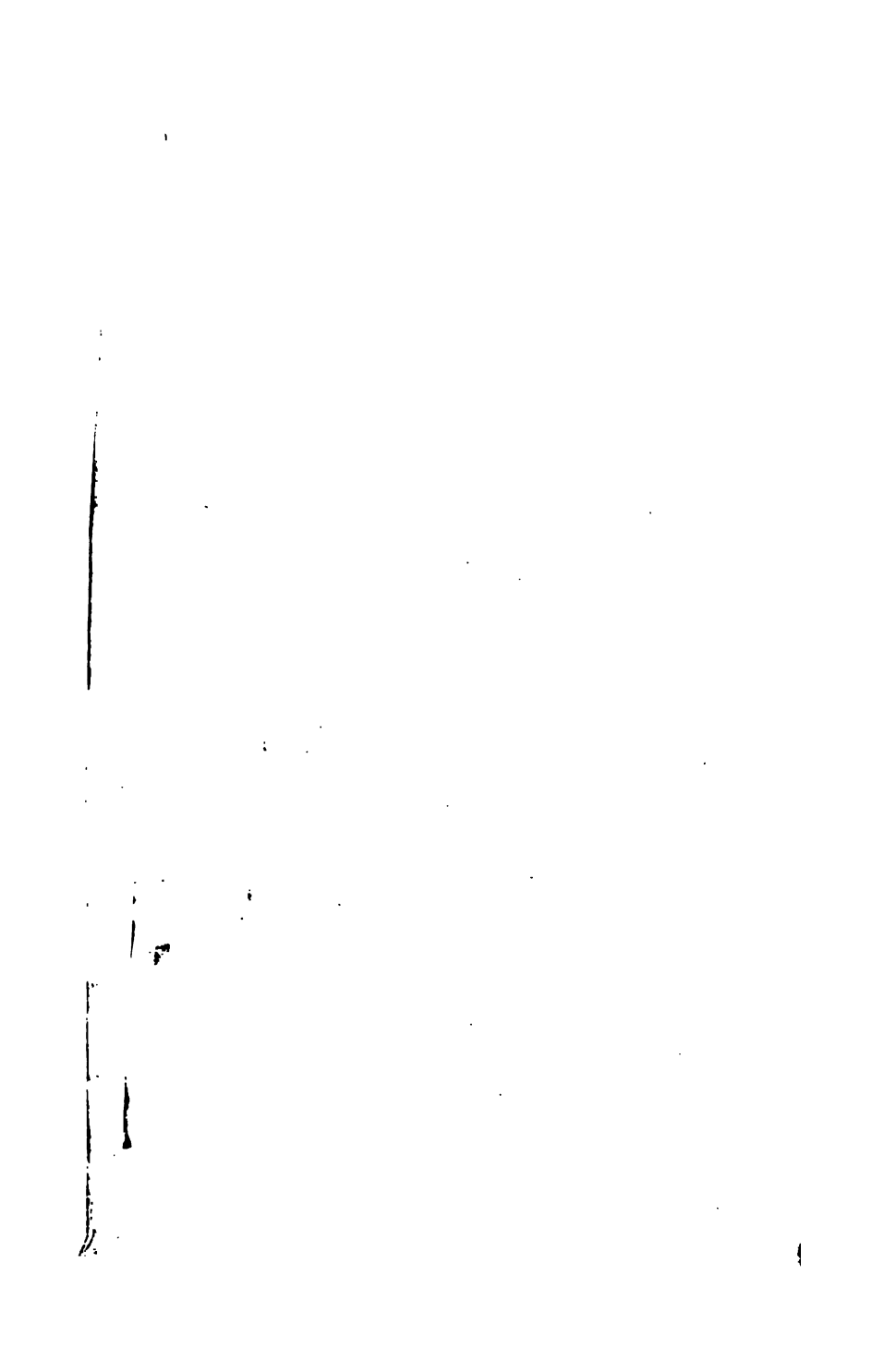


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SCHOOL EFFICIENCY MONOGRAPHS

PUBLICITY CAMPAIGNS
FOR
BETTER SCHOOL SUPPORT

BY

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PREFACE

THIS book is intended to aid those struggling to secure adequate financial support for schools. In one day last year three Wisconsin cities rejected school bond issues by popular vote, and conditions promise to be even harder this year. Reports from various parts of the country indicate that similar conditions may be expected for several years. At the same time we have strong evidence from a number of investigations that in most communities the amount of money spent for public schools depends mainly upon how well the cause of the schools is presented to the public.

There is urgent need for some one to make the technique used in successful school campaigns available for the many communities that must shortly secure increased school support or have their schools irretrievably injured. This book undertakes to supply the need. To this end the authors studied carefully some seventy successful campaigns for better school support, representing all parts of the country and cities of every size. They devoted less time to many others. For all unsuccessful campaigns of which they could learn—a large number—they ascertained the causes of failure as definitely as possible. Such work, however, could have accomplished little had it not been for the many superintendents who generously contributed the results of their observation and experience to aid others in similar difficulties. To these superintendents, more than to any one else, is due whatever merit this book possesses.

The investigations which resulted in its publication were undertaken primarily for the benefit of Wisconsin schools and of the school men who collaborated in furnishing material. Reports on various phases of the work have

PREFACE

been made from time to time at educational associations in the state and elsewhere. It was originally the intention to publish the results in a bulletin of the Wisconsin State Department of Public Instruction. A manuscript for this purpose was completed in March, 1920. Lack of funds and other complications forced the abandonment of this form of publication. To aid in school-support campaigns, parts of the material and elaborations of certain features were published during 1920 and 1921 in *The American School Board Journal*, *The Journal of Educational Research*, *The Educational Review*, *The School Review*, and the *1920 Year Book of the Pennsylvania Schoolmen's Week*. It was impossible, however, to issue the most valuable part of all, the concrete examples and illustrations. As time wore on, so many requests for aid in campaigns poured in that it was finally decided to revise the material and make it available for all in the only feasible way, by publication with a private company. For this the authors, of course, receive no compensation.

Acknowledgments are due to Superintendent Cary of Wisconsin, without whose encouragement the work could not have been done, and to Dr. F. C. Touton of the Wisconsin State Department of Public Instruction for criticism of the manuscript. Much of the work on the bibliography was done by Mr. Thomas Dudley Brooks, Fellow in Education, University of Chicago, in a course there conducted by Dr. Alexander during the summer of 1920.

CARTER ALEXANDER
W. W. THEISEN

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PUBLICITY CAMPAIGNS FOR BETTER SCHOOL SUPPORT

CHAPTER ONE

ARE PUBLICITY CAMPAIGNS FOR BETTER SCHOOL SUPPORT ADVISABLE?

I. THE PROBLEM

THESSE are trying days for those charged with financing school systems. A little while back, out-of-date and overcrowded buildings, unseemly large classes, frequent resignations of the best teachers because of low salaries, the steadily lowering quality of the new teaching recruits, dissatisfied taxpayers, all evident in many places, testified to the fact.

The present financial stringency is to some extent checking the resignations of competent teachers and sending a better class of young people into teacher training. But this is the only one of the conditions mentioned before that is not still testifying to the difficulties of school finance. Furthermore, the current widespread demands that teachers shall suffer reductions in salary similar to those of other workers, bid fair shortly to remove this single exception. A school system with all the money it really needs is scarcely to be found.

In this critical situation the school board and the superintendent must be "good providers." Whatever else they undertake, they must first of all try to secure adequate financial support for the schools in their charge. Fortunately they may find a safe guide in the fundamental truth so well phrased by Superintendent Cooper of Seattle, "When the people understand that funds are needed and

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have confidence in the school management, they show themselves willing to furnish the necessary funds."

Frequently school policy has been determined by the belief that the only thing necessary to secure this increased school support is for the board and superintendent to exercise their full powers. But can ultimately better support be secured through the direct and relatively speedy decisions and acts of school authorities alone? Is it not rather to be sought through arousing public opinion, a procedure which necessarily takes time and effort? More specifically, can school boards and superintendents count on deciding for themselves when bond issues and increased taxes for schools are imperative? Or are campaigns and "drives" for increased school support inevitable if the public schools are to be adequately maintained?

Each of these two methods of procedure can cite, for its side, examples of apparent success in securing greater school support. But many communities whose school boards have gone ahead by themselves to raise school taxes have later experienced a reaction which has left the school even worse off than at the start. Inevitably the observer wonders whether this reaction could not have been avoided by the board's taking pains to arouse the public to the need of the increased school expenditures before the increase was authorized. Accordingly it seems advisable to consider if without publicity campaigns there is a possibility of securing and retaining the greater school support needed at the present time. Whether such support is ordered by the school board or secured through a publicity campaign, three things are clear: (1) the schools must have more money; (2) the amount should be adequate; and (3) the increase ought to be permanent. The answers to the questions raised will accordingly treat in order these three phases of increased school support.

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II. CAN ANY INCREASED SCHOOL SUPPORT BE SECURED WITHOUT PUBLICITY CAMPAIGNS?

Material increases in school support can in most cases come only from the pockets of local taxpayers. It is true that in a few states substantial amounts of state or national money are available for local districts. But local taxpayers must in some way sanction the increase in state appropriations, for they know that they will have to pay their proportionate part of such increase. Furthermore, to secure this outside money the district must in nearly every case raise more money locally than before. Often the extra sum to be raised locally must equal the new amount from the outside. For practical purposes, then, any increase in school support means that the local tax rate must be increased.

In actual practice this increase in the local school tax can be accomplished in only four ways. Some educational board may order the increase on its own authority. Again, this educational board may induce some general board of control, e.g., a city council, to order the increase. Where a city has a special charter, the increase sometimes can be secured only with the approval of the legislature. Where the consent of the legislature must be obtained before the local school tax can be increased, that body practically always does as it believes the voters in the district desire. In most cases, however, there are limits beyond which it is unlawful for a school board or a city council to raise school taxes without a vote of authorization from the electors in the territory involved. For many school districts these limits were reached long ago.

In Wisconsin it is essential to have the voters convinced that increases in school taxes are advisable. In all cases of schools under the district organization—a form including

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all rural schools, all state graded schools, and practically all those of the smaller cities—the amount of school tax is determined by the electors at the annual district meeting. The special city school tax of 8 mills can in cities of the third and fourth classes be voted only by the city council, which of course can best be influenced by public opinion. In cities, bonds for school purposes cannot be issued without a popular vote, if 10 per cent of the voters in the last general election request submission to the people.

X *Under present conditions in most school systems publicity campaigns are advisable in connection with all efforts to secure any increased school support.* X

III. CAN ADEQUATE SCHOOL SUPPORT BE SECURED WITHOUT PUBLICITY CAMPAIGNS?

Some school authorities sincerely believe that it is unnecessary to go to the public for anything except technical or legal approval on school expenditures. But numerous facts show that this view is unsound. We have too many cases of superintendents who have secured public authorization for increased school expenditures through campaigns, when their boards at first said it could not be done. Instances are fairly common of school systems so overcrowded, teachers so poorly paid, or the need of medical inspection and school nurses so evident, that aggressive bodies of citizens have taken it upon themselves to look into conditions and to arouse the public to remedy them.

Up to 1900 it was comparatively easy to finance the public schools because only a cheap type of education was demanded and provided. Still, "The school truly constituted the chief interest of the majority of the taxpayers."¹ Since then the expansion of public school work in many

¹ Talbert, Wilford E., "To Bond or Not to Bond," *American School Board Journal*, April, 1918, page 21.

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lines has increased its cost enormously, and at the same time there has been a huge increase in other government expenses. "What wonder, then, that when it becomes necessary to raise money for new improvements, the taxpayer asks if there isn't some other way to obtain it than by taking it out of his pocketbook?"¹

Again, the citizens who are called upon to pay the increased school costs became accustomed to "drives" for large sums during the war period. They are likely now to ignore claims for money that are presented in a simple, quiet, or unemphatic manner. The schools must compete with demands for good roads, street improvement, city buildings, higher salaries for city officials, and pleas from philanthropic or patriotic associations. All of these competing interests make elaborate and forceful campaigns for more money.

In addition to the constantly increasing and very severe pressure of taxes, the hardships due to high prices and lack of business cause many people to hold back on any proposal to increase expenditures which affect their tax payments.

Finally, many schools are now running up to the full tax levies possible without a direct vote of the people.

There is probably not one school system in a hundred where the people can be induced to vote increased school taxes for the amount needed at the present time without a well-directed and vigorous campaign of publicity.

IV. CAN PERMANENT SCHOOL SUPPORT BE SECURED WITHOUT PUBLICITY CAMPAIGNS?

All experience indicates that permanent adequate support for schools is not to be had in a district unless the school policy is approved at times by a safe majority of the voters. To secure this majority, continuous general publicity work and special publicity campaigns at critical

¹ *Ibid.*

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times are advisable. Superintendent Newlon, when at Lincoln, Nebraska, well phrased this idea in a letter to the writers:

Of course a school system must continually carry on the right sort of publicity program. We were able to carry the bonds very largely due to the fact that for two years we have kept constantly before the people the need for new buildings. When we finally came to the proposition of issuing bonds, a sentiment had been built up in the community that was easily crystallized into a favorable vote. X

Not infrequently the public will bring to time a board that does not dare or wish to raise school taxes—for example, one dominated by a certain class of wealthy taxpayers. Again, there is nothing like an aroused public opinion for making a certain type of politician see the light. This is the politician on the school board who is running on a platform of economy, but only for economy in school expenditures, while graft and waste may run riot in other civic expenditures. If merely thoughtless or inclined to be a “trimmer,” he will soon be silenced; if obstinate, public opinion will defeat him when he comes up for reelection. For all such opposition in the board, votes will indicate more clearly than anything else what the public desires.

Even if the question of increasing school support is technically handled by some board under a continuous publicity program, a majority of the citizens will favor it, or at least will not be opposed. Whatever explanations are necessary will thus be made in advance, voluntarily and in a way to command respect. *Ex post facto* explanations of a board on raising school taxes are necessarily apologetic or defensive. They do not inspire confidence in the administration making them, and a school board

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without public confidence can do little to secure better school support in the future.

We may reasonably conclude, then, that *in the long run, whenever any considerable increase in school support is to be asked, the safest and most profitable course is to conduct a publicity campaign, or at least a "campaign of education" on the matter.* ✓

To those school-board members and superintendents who have regarded campaigns for increased school support as wholly unnecessary or even as an evil, a final word is advisable. [A campaign of this sort, if properly managed, is highly educational for the general public on school matters. Since, as a part of our democratic theory, we allow much liberty to the community in school affairs, opportunities should be provided at times for all to think seriously and clearly on vitally important educational issues. School campaigns furnish such opportunities. They also furnish occasions for the fulfillment of a fundamental duty of those charged with the responsibility for the training of our children, the duty of educating the public in regard to the needs of its schools.]

The foregoing is sufficient to establish the need for careful investigation of the technique of successful publicity campaigns for better school support, with a view to assisting all school executives who must undertake such campaigns. The need for making the successful technique available for others is all the more urgent since we have strong evidence that in most instances the amount of money spent in a community for public schools depends mainly upon how well the cause of the schools is presented to the public by the school authorities.¹

¹ See Evenden, E. S., *Teachers' Salaries and Salary Schedules* (N. E. A. Commission Series, No. 6), pages 131-132; Burgess, W. Randolph, *Trends of School Costs*, page 133; Clark, Earle, "The Growth of Cities and Their Indebtedness for Schools," *Elementary School Journal*, Vol. 18, page 381.

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The remainder of this book aims to supply school authorities who wish to raise greater funds for school support with the necessary technique and concrete material to insure a successful campaign. More specifically, Chapter Two takes up the staff and general organization that are advisable. Chapter Three analyzes the groups to be reached. Chapter Four discusses the avenues and instruments of approach to the public. Chapter Five discusses how to select arguments and illustrations that will convince voters. Chapter Six is intended to guide one in preparing and circulating this material for effective publicity. Chapter Seven outlines the successive steps in a composite campaign, made up from the best procedure in all the successful campaigns studied. This may be used as a check list by those who wish to conduct a campaign in their own school system. Chapter Eight presents numerous illustrations and suggestions from successful school campaigns which may be used for any school system where it is difficult to secure better school support. The bibliography will enable any reader to work out more exhaustively any phase of special interest.

CHAPTER TWO

THE CAMPAIGN STAFF

TO make a success of any undertaking, skillful management is required. The importance attached to an efficient executive staff in military and political campaigns is apparent to every one. In business a concern succeeds or fails chiefly through the ability or lack of ability displayed by its executive staff. A school campaign must have a managing staff capable of operating at a high degree of efficiency. This staff must be fully informed as to the facts and adhere strictly to them. The public is to be informed and not misled. From the standpoint of organization the staff must first of all have a directing head or general manager in whom the whole organization is centralized. In addition there needs to be a supporting body or campaign committee. This body advises with the manager on proposed policies, helps him arrive at courses of procedure, and assists him in actually carrying out the policies fixed upon. The functions and duties of each, the method of selecting members of the campaign staff and their methods of work, will be discussed in the remainder of this chapter.

I. THE GENERAL MANAGER OR DIRECTING HEAD

The position of general manager usually falls to the lot of the superintendent, whether he is self-appointed or chosen. It is true that there have been a few notable exceptions to this, particularly in some of the more recent salary campaigns in large cities, but in the great majority of cases he occupies this position. In fact, it is doubtful whether any superintendent can long retain public confidence in his ability, if he does not prove to be the real educational leader at such times. He may not always

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appear in the foreground in person, but he supplies the vital directing energy.

The superintendent is usually the one who must carry out the preliminary steps. His proposals of what needs to be done are discussed with the members of his board. Sometimes this preliminary work may extend over a long period of time. Thus Superintendent Bradford of Kenosha writes, "My plan has been to begin sometimes a year ahead to talk in committee meetings and on all possible occasions to school-board members about the things that should be done."

If the attitude of the board is favorable, plans for an actual campaign can be laid at once. If not, the superintendent must employ other means. If he deems it advisable, a survey of the educational needs of the community may be called for. In many cases arrangements are made for the selection of an executive committee which shall have active direction of the campaign. This committee, as we shall see later, has exceedingly important functions to perform.

Methods of work. The general manager in school campaigns, as in enterprises of any other kind, is the centralizing force. He must see that the various component forces are properly harnessed together and made to work toward the solution of the one big task to be accomplished. He devises plans of action, gives careful attention to those suggested by others, and sees that every helpful source is utilized. While much of the actual work may be carried on nominally by the executive or campaign committee, he must exercise considerable supervision over the work of this committee. The general manager sees that the whole machine is functioning properly and that it works the whole field.

There are two types of successful campaign manager.

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The one is out in the open leading his forces, while the other directs from behind the scenes. The former speaks for the issue before public gatherings of various kinds. He uses the newspapers freely. His personal efforts are evident even to the most casual observer. The latter, on the other hand, keeps closely in touch with his staff, advises them on what to do, allows his assistants to take the honors for things accomplished, but in the main keeps out of the spotlight. There are many examples of successful managers of each type.

In any given case the method of operation to be chosen must be a matter of judgment. The personality of the manager and the general attitude of the community toward public education are factors to consider. A strong, vigorous leader, who exercises tact and good judgment and who is a convincing speaker, is likely to succeed as an "open type" campaign manager. In many ways, however, the manager who remains largely behind the scenes, particularly if he happens to be the superintendent of schools, has a distinct advantage. He is shielded to a certain extent from public criticism that might injure his general usefulness for the schools. If he manages his forces successfully, he can appear to be allowing his fellow workers to do the real work and let them receive the credit that goes with it. The demand for increased financial support of the schools may appear also to come more nearly from the soul and body of the community, rather than from the manager, who may be charged with striving for personal achievement.

II. THE CAMPAIGN COMMITTEE

Functions. The simple organization which comprises little more than the superintendent as general manager, does not suffice for large school campaigns. They need

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some sort of a committee organized for the specific purpose of carrying on the work or assisting those in immediate control and operating under the general direction of the managing head. This campaign committee fulfills three important functions. In the first place it serves as a buffer between the school authorities and the public. Being a body of representative public-spirited citizens, it tends to secure public confidence, a prerequisite to all successful enterprises. In its buffer function it serves to protect the superintendent and the board from public criticism. Responsibility for the acts of the campaign rests upon the committee rather than upon the board or the superintendent.

The second function of the committee is an advisory one. It counsels with the superintendent and the school board, giving them the advantage of mature judgment and close observation of the trend of public sentiment. Reports of progress made from time to time and the policies of procedure are discussed with the general manager.

The third function that may be performed by the committee is more definitely executive. The members may act as assistants to the director or as experts in a certain phase of the campaign work, such as advertising or general publicity. To carry on its work more effectively the committee frequently has several subcommittees. The subcommittees may consist of specialists, or they may call to their aid a staff of trained assistants.

How a campaign committee performs some of its functions, together with its form of organization and operation, is illustrated in the case of St. Louis. In the Bond Issue Campaign of 1916 the board of education appointed a "Committee of the Board on Bond Issue." The "committee believed that it was important that the citizens, independent of the board or its officers, should

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undertake the work of securing a favorable vote. For that reason a mass meeting of citizens was called in the assembly room of the board of education. The meeting organized and provided for the appointment of a campaign committee to be called the Citizens' School Bond Committee, whose business it would be to spread correct information and arouse the people to a sense of their responsibility." . . . "The work of this committee was to raise funds, maintain a speakers' bureau handling all speaking engagements for the campaign, and maintain a publicity bureau to provide the press with full information on the progress of the campaign." In addition there was a "General Committee on the Bond Issue," representing the principals and teachers. Coöperation was also secured from various patrons' organizations, the central committees of the political parties, and other civic organizations.¹

An important task, either of the committee or of the manager, should be to select specialists in various types of work. In any campaign the committee has abundant need of persons who are skilled in advertising or general publicity work, persons who are gifted in interviewing others successfully, and persons who are adept at platform speaking. The task of finding and choosing such specialists is a part of the work of the campaign committee.

It is the business of the members of the committee or of its staff of assistants to prepare material for dissemination. Some members may devote most of their efforts to this type of work, while others spend a portion of their time in meeting, advising with, and directing committees appointed by various organizations to assist in the campaign. In addition to these duties the members may engage in personal campaign work.

¹ Report of Board of Education, St. Louis, 1917, pages 281-287.

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A good illustration of the use of subcommittees of specialists is afforded by Los Angeles. The several teachers' associations joined forces under the title of "The Los Angeles Teachers' Organizations." To take care of the various phases of the campaign this body appointed an Executive Committee on Publicity to assist the publicity manager and pass upon the details of the campaign, and a number of special committees—data, exhibit, salary, and auditing committees—were included. The publicity manager was supplied with a staff of specialists, including a secretary and copy man, a news and copy man, a motion-picture camera man, a man for art work, an exhibit man, and a man in charge of charts and statistics. Besides these, personal interviewers were trained. A corps of five persons spent two weeks in thorough and intensive training.¹

How to select the campaign committee. A digest of the literature of school campaigns indicates that the way to secure a strong campaign committee is to make it up of members, each of whom has ability or influence in at least one of several fields. Representatives of certain groups in the community, good executives, and persons with special abilities, as we have already indicated, are desirable. Thus a strong labor representative, a man with a good knowledge of real estate values and conditions, a representative of the wealthy interests of the community, a specialist in advertising, an editor, and a representative of the religious organizations of the city can each add material strength to the committee. In general two types of persons are needed for the committee,—those skilled in "doing things" and those who can influence certain groups of people. The advertising specialist and the editor are examples of the

¹ Data supplied by Hallock C. Bundy, Los Angeles, Salary Campaign Publicity Manager.

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former, and the representatives of labor and capital, of the latter.

Types of campaign committees. Several types of managing or campaign committees have been used with success. Thus in the Tulsa, Oklahoma, building campaign of 1919, the committee was in the form of an organization of organizations.¹ In the successful salary campaign in Los Angeles the executive committee on publicity of the affiliated teachers' organizations had general control. A paid publicity manager with a staff of expert assistants was employed. This type of organization is exceptional, of course, and can be fully carried out only in the larger cities. For the Minneapolis salary campaign all of the teachers' organizations were merged into one strong body. The teachers of St. Paul also organized the campaign in their city. In the words of Superintendent Hartwell, they "organized an effective campaign to interest the public and the Hennepin County delegation. They succeeded so well that the delegation increased the additional amount asked for from two mills to two and one-half mills." St. Louis, as we have noted, had a citizens' committee in active charge of the campaign to secure a general increase in school funds.

A number of cities have had a campaign committee from the Chamber of Commerce to assist the board and to bear

¹ A similar organization was effected for the 1920 campaign for an excess levy to raise the salaries of teachers and for a bond issue for school buildings. The campaign committee, made up of representatives of the various business and civic organizations, was divided into various subcommittees, each performing a given function: a committee on salaries and living conditions; an auditing committee to investigate the results of the previous bond issue and the present fundamental status; a legal committee to advise on the legal rights and steps to be taken; and a building committee to investigate the needs of additional buildings and improvements. The reports of these subcommittees were embodied in a bulletin which appeared over the signatures of twenty-one prominent business men representing the leading business and civic organizations.

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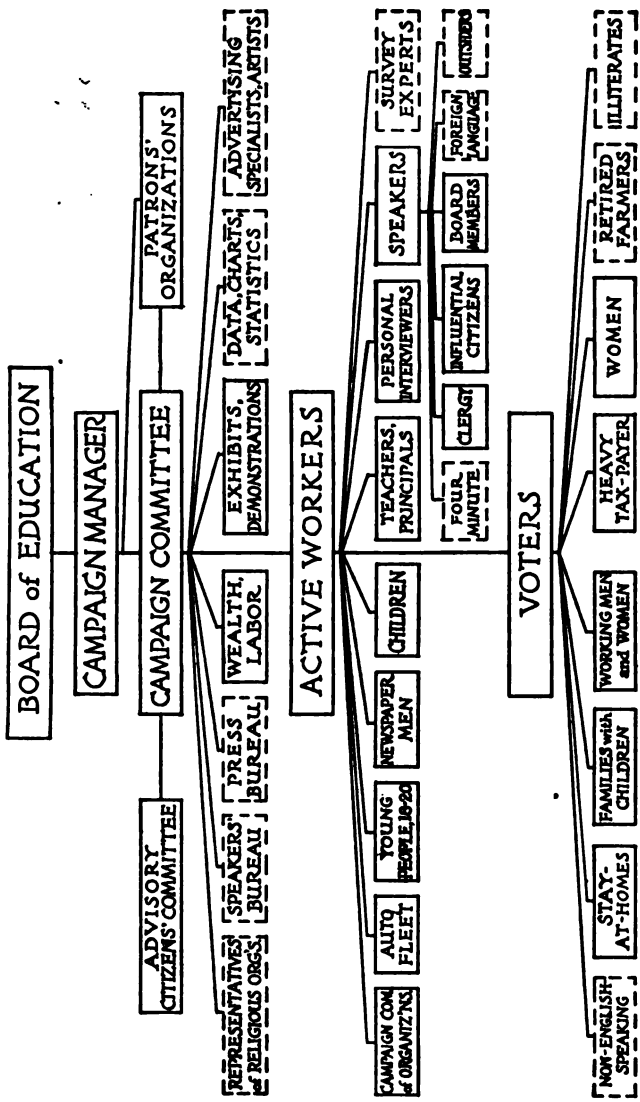
the brunt of the campaign. Examples of this sort are furnished by Oklahoma City, Berkeley (California), and Menasha (Wisconsin). Oklahoma City and Berkeley had in addition a "citizens' advisory committee." The avowed purpose in each case was to assist the board in the expenditure of the funds derived from the bonds. The active part performed by such a committee may be negligible, but its real effect in developing a feeling of confidence in the sincere intentions of the board may be tremendous.

Oakland, California, maintains a School Publicity Committee as a part of its regular organization. To quote from the report of this committee for 1917-18, "It is a well-established principle of business practice that in order successfully to develop any enterprise a campaign of advertising and publicity must be carried on."¹ This committee is made up of representatives of various departments of the schools, including the board of education. It is divided into six subcommittees as follows: Special Page Publicity, Editorial Staff for the School Publicity Sheet, Our Public Schools, High School Publicity, Files and Records, Board of Education and Finance, and Special Features and Advertising. In the building campaign of 1918-19 the board had the services also of an Advisory Bond Committee composed of twelve leading citizens, to pass upon the question of the need of bonds. The final drive "was managed by a committee composed of the superintendent, the publicity manager (a man employed for the purpose), and three other people chosen for the campaign work."²

In Johnstown, Pennsylvania, much of the work was

¹ Report of the Superintendent of Schools, 1917-18, page 21.

² Fratis, Sue L., "Bond Campaign for School Buildings, Oakland, California," *Educational Administration and Supervision*, January, 1920, page 36.



ORGANIZATION CHART FOR A LOCAL CAMPAIGN FOR BETTER SCHOOL SUPPORT.

The unbroken-line rectangles indicate differentiations of the work that are advisable in any campaign. The dotted rectangles indicate differentiations that may profitably be made when the community is very large or there are unusual situations to be considered.

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carried on through an intraschool organization and a citizens' committee.¹

III. ORGANIZATION OF THE STAFF FOR WORK

In principle, the staff organization must be kept as simple as possible if it is to work smoothly and effectively. Too cumbersome an organization might easily defeat many of its own efforts. For a diagrammatic representation of the best coordination of a campaign staff, see the organization chart.

The most crucial point in the organization of the entire campaign staff will be found in the interrelation of the superintendent or general manager and the campaign committee. They must work in complete harmony, and each must respond quickly to needs sensed by the other.

¹ "An intraschool organization was formed whereby eight supervisors took charge of eight districts of two or more schools. These district chairmen were responsible for the direction and development of the campaign in their districts. They met every Monday with the superintendent, made specific reports, and discussed and outlined future moves in the campaign." *School Life*, November 15, 1919, page 6.

CHAPTER THREE

GROUPS TO BE REACHED BY THE CAMPAIGN

ONE cannot read the accounts of campaigns that succeeded and of campaigns that failed without becoming impressed with the necessity for reaching all parts of the general public. The public is not to be thought of as made up of so many individuals. It is rather to be regarded as consisting of foci or rallying points about which individuals, having interests and desires in common, center. The members of any one of these groups are, to a large extent, to use Professor Giddings' designation, "like minded," so far as their motive for opposing or supporting the campaign issue goes. The problem for the campaign manager and his staff is to locate these groups, to discover the basis for their opposition or support, and to work accordingly. Every group of appreciable potential strength should be reached.

The aim should be to win the intelligent support of every group. If the members of the different groups cannot be reached directly, their leaders must be. Those to whom the individuals look for their opinions must be won over. A few of the groups that one may expect to find were indicated on page 14. Several more are common in most communities and must be recognized. A number are so important as to call for special treatment. Some have interests of a peculiar nature, to which a skillful appeal needs to be made. Others cannot be reached by the usual forms of approach. We may mention the following: (1) Illiterates, as distinguished from literates. (2) Those unfamiliar with the English language as distinguished from those able to read and understand it. (3) Women. Women are not so much inclined to exercise their voting privileges as a means of warding off increased

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taxes as to secure improved school conditions. They can usually be enlisted for active, enthusiastic, and effective support. (4) Heavy taxpayers. This group includes the bankers, real estate owners, manufacturers, etc. Endorsements from those upon whom the burdens fall heaviest will have much weight. (5) Retired farmers. This group is an important one to consider in smaller communities, because it is usually opposed to high taxes. (6) Families with children of school age as opposed to families without children or with children beyond school age. Winning the support of the latter will generally be much more difficult. (7) Workers who cannot leave their work, and who must be reached either going to and from their place of employment, or at it. (8) Young people between the ages of about 18 and 20. While not many of these people are in school and have not yet secured the ballot, they will in a few years have a legal right to vote. They have interests, such as athletics, gymnastics, night schools, and community-center activities, and become staunch supporters when properly approached. (9) School children. The pupils can be used to influence their parents. It should be remembered also that they will later become the parents. Efforts made to train them for effective support will count also in campaigns to come.

For effective dealing with the various groups, this principle should in general be kept in mind: *Try to win as many active supporters in the group as possible.* The greater the number of intelligent and aggressive supporters that can be won, the greater will be the chances of success with the rank and file in that group.

Proper timing of the campaign is an element to consider in the analysis of the public for possibilities of support. It is advisable to set the time for a drive so as to avoid antagonizing any important group that would give

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vigorous support in the matter at a date more suitable to its own interests. We refer here to groups engaged in furthering campaigns that compete with the schools for public funds; e.g., paving, sewers, city hospital, city auditorium. From present indications school campaigns in many places during the next few years must seriously take into account increases in expenditures for good roads or soldier bonuses, or agitations for such increases. The school campaign should be pushed through before plans for competing campaigns are developed. If this cannot be done, it should be postponed until the most serious effects of other campaigns have worn off.

CHAPTER FOUR

AVENUES AND INSTRUMENTS OF APPROACH TO THE PUBLIC

WITH the selection and organization of the campaign staff accomplished and with the groups of the general public to be reached clearly distinguished, the next step is to consider the different avenues and instruments through which the approach can be made. What are the possible communication lines between the staff and the field of operations? The press alone is not sufficient. School reports too often are not read. Neither will personal interviewing of a few individuals suffice in most instances. How many communication lines, then, are there that may profitably be employed? Which are the best? When, where, and how should each be used? These are questions well worth considering.

No matter how thoroughly convinced members of the staff might be, they certainly could not influence the voters to any appreciable degree were the staff to remain entirely cut off from all means of communication with the public. The evidence seems very clear to the writers that in many instances communities have failed to provide adequate support for schools simply because of a failure to develop lines of communication between the school authorities and the general public. There was thus no real chance in such communities for the school authorities, who knew what was needed, to influence the various parts of the public that were not sensitive to these school needs.

In the school campaigns studied, several avenues and instruments of approach to the public have been found effective. It is possible to make sharp differentiations between the means in use or even be-

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tween the items included under each. For convenience we have chosen to treat them under the following heads: (1) Meetings and speakers. (2) The press. (3) Advertising. (4) Objective demonstrations of school work. (5) Personal campaigning. (6) School surveys. (7) Visits to schools by prominent people. (8) Endorsements of school work or policy. (9) Letters and post cards. (10) Petitions. (11) Advance polling. (12) Active workers. (13) Instructions to voters. These will be treated in the order given.

I. MEETINGS AND SPEAKERS

Kinds of meetings. One of the most important avenues of approach to the public is through meetings of various kinds. For our purposes we may recognize two broad types. First, the superintendent or manager may call people together for the specific purpose of considering proposals with reference to the school campaign. Second, a representative of the campaign staff may appear before meetings scheduled for other purposes. Both are commonly resorted to and both are helpful.

“Booster” meetings of the leaders are good examples of the first type of meeting. During the “drive” frequent meetings of the managing committee or of the various campaign committees are held for the avowed purpose of speeding up the work. At such gatherings reports of progress to date and plans for the future can be discussed.

The second type of meeting, however, has on the whole distinct advantages over the first. Attendance at meetings arranged specifically for the purpose of considering the question of greater school support is apt to be small or to consist largely of those already converted. Those who need most to be reached are often absent. The manager can overcome this difficulty by taking advantage of and

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calling meetings ostensibly for other school purposes, such as a school entertainment, a school picture show, or meetings held on school exhibit days. At La Crosse, for example, a three-day school exposition was held. The estimated number of visitors was 15,000 persons. In connection with it short evening programs were put on in the school auditorium, at which time the report of the Public Welfare Committee on the need for new school buildings was presented and discussed, and resolutions were adopted petitioning the board of education to petition the common council for a bond issue.

Many kinds of meetings are called for other than school purposes, to which the general manager of the staff can go. These include community gatherings such as picnics, public dinners, and celebrations; school gatherings, including patrons' meetings, entertainments, alumni reunions, and teachers' and principals' meetings; meetings of civic bodies such as the city council, city commissions and boards, civic, Rotary and Kiwanis clubs; social and semi-social clubs, as women's clubs and private clubs; business and commercial meetings, including the labor council, real estate men's association, commercial club, and merchants' and manufacturers' associations; fraternal lodges; professional men's organizations, as physicians, lawyers, educators; religious organizations, churches and their affiliated organizations, ministerial associations, Y. M. C. A., Y. W. C. A., and K. C.¹

¹ Cities that report making good use of meetings called primarily for other purposes include Paducah (Kentucky), Ardmore (Oklahoma), Cleveland (Ohio), Kenosha, Menasha, and Watertown (Wisconsin). Commencement exercises may be so utilized. In San Antonio, Superintendent Meek capitalized his opportunity to appear before meetings of fraternal organizations.

Cities that report successful results from public meetings held in the interest of the school issue include St. Louis (Missouri), Rock Island and Decatur (Illinois), Lincoln (Nebraska), San Antonio (Texas), Harris-

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Speakers. Persons who are to represent the schools on any program should be good speakers. It is a rare audience that will be moved by a speaker on any subject, unless he can present his case clearly and in a convincing manner. Furthermore, it is much more difficult to move people to the point of being willing to spend more money than it is to get them to do many other things. Personal standing and influence on the part of the speaker add to his effectiveness. For these reasons the managing staff or the speakers' bureau, if there is one, must exercise good judgment in its choice of persons for such work. Previous platform experience is desirable.

A number of representative business men should be induced to speak one or more times. In St. Louis volunteer citizen speakers were used. In most cases public interest or the honor of doing something for the schools of the city is sufficient to induce capable men to serve. In some cities—e.g., Clinton (Iowa) and Menasha—the ministers of the city were prevailed on to speak for the proposition from their pulpits. The prerequisite is to convert the prospective speakers themselves to the proposition. Recognized educational leaders are frequently brought in to address public meetings on the campaign issue. In cities like Berkeley, Johnstown (Pennsylvania), and San Antonio, four-minute talks were made by the school children. In San Antonio, arguments were worked out in all the English classes in the grades and in the high school. "The literary and debating societies in the high school devoted their meetings to the consideration of the question, and those who in their organizations presented the best arguments in support of the bonds were asked to

burg (Pennsylvania), Clinton (Iowa), Montclair (New Jersey), Beloit, Marinette, and Portage (Wisconsin). Lincoln and San Antonio held such meetings in each of the school districts of the city.

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appear at the public meetings which the committee in control conducted." ¹

Securing opportunities for speakers. To secure a place on the program for the topic of schools, the manager must watch for all scheduled meetings. As a standard for judging his own efficiency in this respect, we may propose the following: *Does a meeting at which a representative of the school campaign should speak, go by without an effective speaker to press the case?* If the program committee or influential members of the organization are properly approached in due season, a place on the program for the topic will usually be granted without serious objection. The manager or some member of his staff should make it a point to appear before the executive committee, program committee, board of managers, or other officials where the campaign issue can be discussed briefly and the question of placing it on the program for some scheduled meeting of the entire organization taken up. A campaign committee within the organization itself can act as an aide to the campaign committee proper.

Much can be accomplished by the superintendent himself, if he is a member of a number of organizations, such as the Chamber of Commerce, the Rotary Club, and others. Whether a member or not, he usually does the speaking before such bodies, and through his intimate acquaintance with the members can enlist their active assistance. Moreover, he is in a position to build up a strong group of supporters before the campaign is fully launched before the public. The successful superintendent must be a genuine "good mixer." He must "mix" not for the sake of "mixing," but for the specific purpose of keeping influential citizens well informed as to the educational needs of the community.

¹ From an unpublished account by Superintendent Meek.

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Nature of addresses. This will of course be determined largely by the character of the meetings. Many of the talks before organizations, particularly those by a member of the campaign committee within the organization, are likely to be impromptu. These, as well as the lengthy prepared talks, should always permit of opportunity for questions and discussion. Unfortunately, sermons and four-minute talks by adults or by children before theater crowds and the like do not ordinarily permit of discussion. Since, however, it is the effect of repeated impacts that is sometimes desired, this is not after all a serious drawback. The uninterrupted presentation of a case or of an argument probably succeeds better with a certain type of voter.

The points to be emphasized by the speakers are no less important than the choice of speakers and require as careful planning. Arrangements may be made to secure speakers and arguments through competition among the school children, as at San Antonio. Outlines of points in booklet or mimeograph form may be furnished for the speakers. In order to avoid stereotyped speeches or to secure stress upon certain points on particular days, the speakers may be systematically supplied with material. If certain arguments are to be used with certain groups, this matter needs to receive attention. (See also page 68.)

II. THE PRESS

The press is another of the more important avenues of approach to the public. In every campaign for public support the activity of the press, either in support of the proposal or in opposition to it, is evident. It is effective because of its wide circulation. Steps should be taken early to enlist its coöperation. The failure of the campaign in at least one large city is attributed to neglecting

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to enlist early enough the support of the newspapers. At least six distinct objects can be accomplished through the proper use of the press. These are : (1) to present the need; (2) to explain it fully and see that it is well understood; (3) to interest parents through the contributions of their children; (4) to establish confidence in the schools and the motives of those who champion their needs; (5) to refute objections to proposed increases; (6) to incite to favorable action.

In campaigns conducted over a period of several years the nature of the material used may be somewhat different from that used during a drive. It can be simply informational in character, with no immediate appeal for action. The aim should be to provoke deep and prolonged thought, and to develop constant and permanent interest in school problems. Constant readers of educational news are desired. The long campaign offers a much better opportunity to develop permanent supporters than is possible in an intensive campaign lasting only a few weeks or months. Survey reports, the annual report of the board or of the superintendent, special reports on particular school problems, a special "school number" of the local city papers issued at definite intervals, a regular school paper, a school column or department in the local daily, and weekly or Sunday papers furnish avenues for material for this purpose.

Many schools aim to maintain a special school department or column in the city newspapers. In Oakland one of the city papers had during the year as a special feature of its Sunday edition a school and playground page. The readers came to look for discussions of school matters on certain pages. Thus a constant campaign of education on school matters is kept up. No. 51 (page 120) gives an illustration of a three-column heading of the school depart-

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ment carried by the Stuttgart, Arkansas, *Grand Prairie News*. It is held that this method possesses certain advantages over that of running school news in the regular news column. In short campaigns it is probably wise to make use of both. Readers accustomed to pass by the school department may have their attention caught by an item attractively headed in the general news columns.

In the short campaign a continued bombardment through the press must be maintained. The schools, what they are doing for the good of the community and what they need to carry on their work successfully, must be kept before the public. Serial and other articles on school activities and needs should appear at short intervals. These may be illustrated with charts to bring out present facts, cuts showing present housing conditions or undesirable features thereof, cuts of good buildings in other parts of the city or in other cities, by way of contrast, sketches and plans for proposed buildings and cartoons pertinent to the questions before the public. (See Chapter Eight.) Superintendent Engleman of Decatur writes that yards and yards of columns of articles were written to stir up the public through local papers. In Oakland during the year 1917-18, "Approximately 528 feet of newspaper print, one column wide, was devoted to general news relative to the Oakland Public Schools, and approximately 33 feet of editorial comment on the schools and school problems was printed." Superintendent Kent of Duluth writes of his experience at Lawrence, Kansas, "For three weeks before, each of the city dailies was supplied with story material on the needs of a new high school; and for one week before, each paper was given a daily story." Superintendent Newlon met the reporters daily at 10 A.M. during the final days of the Lincoln campaign. Rock Island, Illinois, ran a series of articles under the

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inviting title of a "Taxpayers' Bulletin." Superintendent Cooper of Seattle attributes a good share of the success of the campaign in that city to the newspaper publicity. During a drive a definite press program or order of presentation of articles upon specific points to be emphasized should be had. The order of scheduling any given material depends upon the object it is to accomplish. This is discussed more fully in Chapters Six and Seven.

If the local newspapers cannot be induced to support the measure, the board of education or the committee will do well to establish a paper of its own for temporary purposes at least. Even with the local papers favorable, it may be well to do so. Through distribution by the pupils every home can be reached. Articles and arguments can be given the space they deserve, and they can be issued just when most desired. The distracting influence of sensational news items and articles on other subjects can be avoided by omitting all matter not pertinent to the one big question.¹

In addition to the opportunities to bring the issue before the public afforded by other means, special bulletins, pamphlets, folders, or leaflets are often used.² Not every

¹ Among the cities that have come to our notice in which the board, the teachers, or the schools have issued their own publications and used them with effect during the campaign are: Cleveland, Cincinnati, Lincoln (Nebraska), Oakland (California), Omaha, St. Paul, and Seattle. A number of county superintendents and principals of county training schools in Wisconsin publish a four-page news bulletin regularly and use it to good advantage in making known the good work that the schools are doing and the things that they need.

² A special printed bulletin or pamphlet of four or more pages in length was issued during the campaign in Buffalo, Cleveland, Des Moines, Harrisburg, Indianapolis, Newton (Iowa), Oklahoma City, Paducah (Kentucky), Springfield (Illinois), Tulsa (Oklahoma), Rochester (New York), Seattle, Wichita, and by the Illinois State Teachers' Association. Some of these have approached the nature of a survey report. In a few cities the publishers of a weekly or monthly civic bulletin issued in the city have devoted an entire number or more to the needs of the

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person subscribes to the local paper, and many do not read it closely. The person who is not reached by one method must be approached in some other way. Material brought to his attention by his children may strike a father as no ordinary newspaper article would do. Again, it is advisable to approach people repeatedly but skillfully by using different forms. The desired effect is built up through repetition and multiform appeal. One impression is rarely if ever sufficient.

Definite plans should be laid to use a variety of material in the press. Editorials in the regular newspapers are effective with thoughtful citizens. If the policy of the paper is favorable, the editor will usually write a few strong editorials of his own accord or open his columns to the manager. The Los Angeles *Examiner* in its issue of May 9, 1919, carried a full-page complimentary editorial to aid the salary campaign. Reports of special committees appointed to investigate school conditions and needs should always be published and circulated in some form. (See pages 49 and 53, and Nos. 4, 5, and 6 also.) Oakland, California, used children's articles to advantage. The best articles written on school activities and current topics were published in the city or the school papers. Berkeley children competed in writing slogans and in making posters. (See Nos. 41 and 61.) Letters, articles, or bulletins written by taxpayers willing to sacrifice their own wealth for the good of the schools can be used with telling effect. (See No. 84.) Letters from prominent citizens or comments by them, or by some of the investigators, are frequently given publicity to good advantage. Letters written by teachers and by pupils to parents, as

schools. Thus the "Berkeley Civic Bulletin" for March 15, 1919, "The Courier" of March 22, 1919, same city, "The Tulsa Spirit" for March, 1919, are devoted almost entirely to the local school situation.

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they were in Berkeley, are not only effective in the campaign but furnish splendid motivation for language exercises.

III. ADVERTISING

Advertising plays an important rôle in all well-managed campaigns. The familiar expression of the business world, "It pays to advertise," is no less appropriate here. The same principles of good advertising apply in attempts to secure increased school support by popular vote as in campaigns for other purposes. The rules found valuable in advertising campaigns to increase the demand for a given product, to develop a new business venture, to win votes for political candidates, or to secure attendance at a coming attraction may well be followed in school-fund drives. The idea of contributing to the public good, developed during the period of the war, should be capitalized. The value of the schools must be kept before the "trade" and the demand for good schools made permanent. A feeling of need, a desire for the best schools, and a willingness to support them must be built up.

The use of advertisements as an avenue of approach to the public is as a rule limited to the immediate campaign or "drive." The most common types of advertising employed are display advertisements in the papers, slides for the moving-picture shows, and miscellaneous media like tags, handbills, and posters. Most of the objective demonstrations of school work described on pages 34 to 40 are also a form of advertising.

Display "ads" in the local papers are just as necessary in school campaigns as in the case of any other drive. In the opinion of Mr. Hallock C. Bundy, campaign manager for the Los Angeles salary campaign, one of the strongest factors in the appeal to the public was the display adver-

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tisements.¹ During the drive in that city and also those in Atchison (Kansas) and Clinton (Iowa), full-page advertisements appeared in one or more daily papers. A number of cities advertised extensively through school papers and bulletins. Berkeley applied the principle practiced in Liberty Loan campaigns, of securing advertisements over the names of business firms. (See No. 57.) The *Courier* of March 22, 1919, contained three 10½ x 13½ page and three half-page advertisements of this type. A candidate for the city council also committed himself to the school proposition in a half-page advertisement announcing his platform.

Some cities have had slides prepared for informing the motion-picture patrons of the date of the election. It is hardly possible to overdo this work, for many well-intentioned or neutral citizens are liable to forget the voting day, or at any rate to forget to arrange their business in advance so that they will be sure to vote. Brief citations of striking facts, slogans, and one-line exhortations are also good for slides. (For samples of slogans, see No. 61.)

General publicity and emphasis upon the voting date are also secured by various minor forms of advertising. Short advertisements and slogans are frequently scattered through the body of the newspaper. Similar material is used for handbills to be placed on doorsteps, posters, placards, tags, and stickers. In all of these things, the object is to make the ideas or information so conspicuous that few persons can escape them. A few illustrations of parts and excerpts of advertisements, handbills, tags, etc., will be found in Nos. 53 to 65.

There is still another type of advertising that may be

¹Leaflet Report of the Los Angeles Teachers' Organizations, May 15, 1919.

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used to call attention to the school election. It does not come under the category of printed material. That is the living announcement of the coming event in the form of a school parade. Not every superintendent would agree that this form of advertising has much effect upon the voting.¹ We believe, however, that a well-organized parade of school children in which the lines are well interspersed with attractive banners and occasional floats exhibiting some types of school work attracts attention and arouses enthusiasm as little else can. The reports of such occasions never fail to appear in the newspapers. Superintendent Wilson of Berkeley reports, "The automobile parade at one o'clock on the afternoon of the day before the election was very effective." Superintendent Whiteford of Oklahoma City writes, "Two days before the election we staged a downtown parade by school children, in which the various schools contested for a prize for the school making the greatest hit of the occasion. Many ideas were worked out by the various schools, and the whole city turned out to see it. It was the one thing that awakened enthusiasm."

IV. OBJECTIVE DEMONSTRATIONS OF SCHOOL WORK

Objective demonstrations of school work and school needs form a necessary part of every campaign, whether brief or extended. Such demonstrations, by showing what the schools do and the type of training they give, tend to establish a feeling of confidence in the work of the schools. Besides this, they serve to emphasize the present needs. Work that can be carried on in one community or in one building, but cannot be offered in another for lack of means, often makes the deficiencies stand out. As Super-

¹ Superintendent Bishop of Portage, Wisconsin, writes that the effect upon the voting in his city was doubtful.

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dent Carroll of Lawton, Oklahoma, writes, "*Every part of school activity should contribute or be made a contributing factor, to bringing about in a lethargic community the realization that our school system is a good one, and that the hindrances to a better one are not in the hands of school authorities, but in the people themselves.*"

The use of objective demonstrations of school work is an extension of what progressive superintendents have been doing in minor school problems for some time. These men have found that records of the facts in the case will win for schools the things that are necessary when nothing else will. Such men have learned to base their proposals on incontrovertible facts rather than on unsupported opinions. Several have reported that they secured attendance officers, additional teachers and supervisors, or secured appropriations by presenting the facts. Thus Superintendent Vasey of Mason City, Iowa, secured an attendance officer through pointing out the exact discrepancies between the census and the attendance for his schools. Superintendent Hoskinson of Pinckneyville, Illinois, wrote that his fight in West York, Illinois, for an additional teacher was won by showing the figures as to the number of classes, the number of subjects taught, and the number of pupils for whom each teacher was responsible. Superintendent Carroll of Lawton, Oklahoma, is a type of school executive who secures his increased appropriations by a detailed budget of the proposed expenditures. Superintendent Kent, referring to Lawrence, Kansas, writes, "We increased our supervisory force by experimentally showing the value of supervision."

An excellent illustration of the way in which a superintendent may build up a recognition of school needs through accurate treatment of important facts in his monthly and annual reports, is afforded by Superinten-

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dent Chapman of New Brunswick, New Jersey. His report for 1919 shows clearly that, in spite of all the space that has been provided through new buildings and use of the alternating or platoon plan, the enrollment is growing so rapidly that many children are still denied full-day attendance.

The work of the schools may be demonstrated objectively by allowing the citizens to see with their own eyes and hear with their own ears what the schools, the teachers, the pupils, or the graduates are doing, that is worth while. For convenience we may distinguish several types of demonstrations: (1) those that show the products of school work; (2) those that give evidence of training received by children; (3) citations of the part played by the schools in community activities; (4) records of the work of the schools in community welfare; (5) records of achievements of pupils in various subjects as compared with similar results from other school systems.

1. The products of the school work may be shown through the output of the school shops, kitchens, gardens, laboratories, and art rooms, or by pictures of these things; through demonstrations of such products in the process of making or preparation under school conditions; and through motion pictures, slides, and photographs of such processes in operation.

Opportunity for displaying this type of evidence can be had through annual and special school exhibit days or fairs, downtown show-window displays of school products, demonstration classes in classrooms, in school shops, or at advantageous places, and running school reels or pictures in the moving-picture theaters. There should be a continuous effort to advertise the schools through children's products, regardless of whether an intensive campaign is in progress or not. A few good pieces attractively arranged

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and frequently changing should be on display in conspicuous downtown places almost always. The show window is an important factor in the merchant's business and could easily be made so in the case of the schools.

School exhibitions, if properly advertised or if combined with good entertainment features, usually attract a large number of visitors and scarcely ever fail to win supporters for the schools. La Crosse was especially successful in showing the work of the schools to citizens by means of a school exhibition. This exposition was held in the school gymnasium, each school in the city and each department in the high school having a separate booth in which to demonstrate its work. During the three days when the exposition was open, some 15,000 people, as previously mentioned, visited it. This exposition, together with the meetings held in connection with it, is credited by the La Crosse authorities with having turned the trick in favor of a bond issue.

The most conspicuous and elaborate arrangement of school demonstrations and exhibits found was that of Los Angeles. During the salary campaign displays of school work appeared in more than twenty downtown store windows and department stores. The exhibits included such things as shop work, industrial-art work, nature-study collections, drawing and fine-art work, commercial charts, canned goods, sewing, and millinery. Demonstration classes were held in a number of prominent downtown locations. Entertainments were given in the auditoriums of the different schools. Several reels of motion pictures showing the schools at work were displayed in the picture theaters of the city.

2. Some of the previously mentioned devices will show the training afforded pupils by school work. But this will be more clearly shown by demonstrations of accomplish-

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ment in such lines as music, typewriting, shorthand, dramatics, and debating. To hear a school band such as that at Richland Center or a school orchestra like that at West Allis, Wisconsin, should be sufficient to convince any normal person of the splendid work of the schools in this direction. The various occasions mentioned, especially if differences in training are emphasized through contests in the specialties, will show the public convincing examples of the efficacy of school training. Commencement exercises in particular, if properly managed, offer a living exhibit of what school training can accomplish. Even the superiority of good classroom teaching can be demonstrated. The school pageant, "Light," devised by Professor Catherine T. Bryce of Yale University, has a most forceful presentation of the difference between modern socialized recitation work under a good teacher and work under a poorly paid and incompetent instructor.

Whenever visual demonstrations of school work are given, there should be interwoven if possible forceful presentations of additional buildings or equipment needed by the schools. Care must be taken to bring out clearly that good conditions are necessary to produce certain types of school work and that bad conditions will handicap or prevent production in all lines of school effort. The school moving-picture lantern can be employed to advantage for presenting slides showing overcrowded conditions in the present buildings in contrast with good buildings in neighboring cities. Photographs or sketches of building conditions can be placed with other exhibit materials in show windows or booths.

3. An important form of objective demonstration of the work of the schools is afforded by the part played by the schools in community activities. The schools may *manage or may take a leading rôle* in such matters as a

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Red Cross "drive" or a "clean up" campaign. The assistance given by the schools of the country during the various war drives is evidence of what they can do. Care must be taken to see that due credit is given the schools for their part. If the schools make their presence felt in all community undertakings, they will tend to create a public impression that no such movement can be carried on without the assistance of the schools. This will give the schools a very valuable prestige when it comes to competing with other public institutions for additional funds.

4. Records of work done by teachers, principals, school nurses, and school physicians in the interests of community welfare furnish additional objective evidence of the value of the work done by the schools. Records of the part taken by nurses and physicians in combating epidemics or in securing the removal of physical defects can be used to advantage. Such a report as the following, which appeared in the *Omaha Bee* of January 2, 1920, cannot fail to aid in the establishment of a wholesome regard for the work being done by the schools:

Medical Inspection in Schools Proves Profitable

A report of the public school medical inspection work since the opening of the school year last September shows that 50 per cent of all boys and girls examined had defective teeth. When this department began to examine the teeth of children in 1917, the percentage was 91. This material reduction has been due to vigilance by the school nurses and also the work of the free dental dispensary, according to ———, supervisor of the school medical inspection department.

5. Finally, objective demonstration of the work of the schools is to be found in the records showing the standard of achievement of pupils in various subjects as compared with similar data for other schools. Poor results obtained

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under unfavorable conditions, as well as good results obtained under more favorable conditions, should be shown. Results secured by poorly trained and low-salaried teachers may be contrasted with those secured by well-trained and better-paid teachers. Records of achievements when adequately illustrated and interpreted in simple language seldom fail to impress.

V. PERSONAL CAMPAIGNING

Personal campaigning forms an important means of approach in building up a body of supporters in connection with any undertaking. It often plays an important part in the preliminary stages of the campaign. This form of approach is employed in large campaigns, to reach officials and influential persons. It is used to forestall opposition by "lining up" the "big" men early.¹ When an appeal to the general public is not necessary, the method of personal appeal usually forms the chief and sometimes sole source of approach to those in control or whose support it is well to have. In some of the smaller communities, where school matters are decided in mass meeting, those likely to support the measure are approached quietly, and little advertising is given to the matter of proposed increases in school expenditure. The method is the most effective for reaching the non-readers and "stay-at-homes," whose presence at the polls must be secured. It also capitalizes friendship and fraternal relations.

The method of personal approach succeeds with the

¹The failure of a campaign in an important Middle Western city, conducted by one of the best city superintendents in the country, is attributed by him to neglect of the "key man" in the community. This man was not hostile, but he was so immersed in his own affairs that he failed to grasp the importance of the school cause and did not believe that the superintendent really favored the proposal. A personal explanation to the prominent citizen by the superintendent would have secured enough added influence to win the fight.

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individual approached, for several reasons. To begin with, it practically insures that a good, clear exposition of the cause will be made to him. He is free to ask questions and demand fuller information on any doubtful points. Thus he is led to feel that he sees for himself the need of the proposed increases. This method was extensively used in Los Angeles, where a corps of five personal interviewers spent two weeks in intensive training to acquaint themselves with the facts involved in the situation. The method of personal approach works with some people because of their confidence in the interviewers. Other people may be won over because they take pride in being approached as persons whose opinion is worth considering; they would feel hurt and inclined to oppose if not approached. This factor is especially valuable for winning leading supporters at the start. Loyalty to individuals or to organizations that support the cause is another factor in the success of personal campaigning. The opportunity that it allows to convince an individual of an advantage to be gained for himself, his children, or his friends, is still another.

The values claimed for personal work are generally realized where one person works with individuals. However, some people will be indifferent or hostile to a single interviewer, but not to a committee. Often a man is unconsciously convinced by three workers, or does not dare to hold out against them, although he might rebuff a single worker.

Personal campaigning is needed as a preliminary to the large campaign. It is the type of work the superintendent must do before the organization is built up. It is desirable in some small communities with tendencies toward the reactionary. Use of it is advisable in the midst of a big campaign, either with a large number of interviewers and solicitors, or with a few influential ones.

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Great care must be exercised to prevent setting people against the proposition because of being "nagged" by too frequent and ill-advised personal approaches. If only a limited amount of interviewing is to be done and support for the campaign is to be built up through influence rather than through numbers, considerable care should be exercised in selecting persons to see various individuals. This consideration is less essential where the purpose is to secure a majority expression through canvassing every voter or every taxpayer.

The persons to be approached in individual campaigning will always include influential citizens and such officials as members of the school board, city council, the commercial club, and other leading organizations. In Los Angeles the trained corps of interviewers previously mentioned called upon bankers, capitalists, business men, club women, religious leaders, and physicians. Besides these, certain other classes should be approached in a campaign depending for its success upon popular votes or upon numbers of supporters. These include foreigners, non-readers, and "stay-at-homes" of both sexes.

A final word of caution on personal campaigning is advisable for dealing with foreigners and opponents of the proposition. Trained interviewers in any necessary language should be procured. Many foreigners cannot be reached by the English-language press or even by the silver-tongued English-speaking orator. They must be met on their own ground by persons familiar with their own language and in whom they have perfect confidence. In some campaigns special pains have been taken to call upon opponents. In West York, Illinois, after a house-to-house canvass had been made, opponents of the school proposition were called upon by personal friends who favored it.

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VI. SCHOOL SURVEYS

School surveys have come to be regarded by far-sighted superintendents and boards of education as a valuable means of approach to the public mind. Practically every building and financial survey of a school system undertaken within the past few years has been organized deliberately to focus the attention of the community upon school needs. The position of many school authorities is well expressed in the following from St. Louis:

As a preliminary step in the campaign for the Bond Issue election, the board of education felt that while it thoroughly appreciated the situation in which the schools were, and was fully cognizant of the efficiency of the work, the public was not so well informed. It was felt that a survey of the financial situation of the schools and also of the efficiency of their educational work by disinterested experts from outside the city could not help being of very great advantage in acquainting the people of the city with all the facts which they ought to have in mind in voting upon the proposition submitted by the board.¹

It often requires six months to a year to have a survey made and the findings published. Consequently the survey is not a method of work which will produce immediate results. But the report of a survey, if properly translated and made available for the average man just before the opening of a drive, is likely to have a marked effect on crystallizing public sentiment in favor of better school facilities. School surveys are usually conducted by authorities on problems of educational administration from outside the local school system. Frequently, as in St. Louis, the local officials could have arrived at the same conclusions without the advent of specialists. It is a matter of common knowledge among those familiar with the

¹ St. Louis, *Annual Report of Board of Education*, 1917, page 282.

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operation of school surveys that such is the case. The recommendations of recognized experts, however, carry much more weight in the eyes of the community. Superintendent Blewett of St. Louis expressed this view to one of the writers just after the survey there. This is particularly true if the superintendent happens to be a newcomer. The situation is similar to that in medicine when the local physician calls in a specialist for consultation. The latter may only advise the local physician to proceed as he has been doing. But the patient is satisfied, whereas he would have been uneasy with only the local physician's opinion. The school survey carries weight of this kind because the judgment of the specialist is felt to be impartial, sincere, and based upon wide experience and observation.

The recommendations of the survey can be held up before the public gaze all through the campaign. They are quite likely to withstand all attacks made upon them. As a usual thing, the surveyors have made a thorough canvass of all important factors in the situation, considered the alternatives, and taken into account the ability of the community to finance their proposals. Consequently, when criticisms inspired by conservative tendencies and founded upon ignorance of the true situation arise (as happened in Clinton, Iowa, where newspaper attacks on the superintendent and the state university which made the survey became very bitter), the effect is not serious.

Again, the recommendations of the survey can be used to aid in breaking the grip of a certain group of politicians or ultra-conservatives upon the community. In Lawton, Oklahoma, a city of 12,000, the conservative financiers in control were literally strangling the schools. With about *1800 children in school* the budget in 1915 called for only

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\$37,990, or about \$20 per capita. As a means of relief a detailed budget system and a survey were proposed for 1917. The budget for 1919-20 called for \$85,886. In the words of the superintendent:

"We have used our survey, the budget system, and continuous propaganda to bring about results." In 1916 "teachers' salaries were inadequate. The equipment of the rooms was nil. There was no grade library, no high school apparatus or library worthy of the name. We had no supervisors of music or drawing. We had only the skeleton, the bones as it were." In September, 1919, he reports: "We now have the best of equipment, 6000 volumes in our library,—a librarian,—music and drawing supervisors,—a manual training and domestic science school,—a junior high school."

Letter from Superintendent Carroll

Specialists from the state department of education, the state university, or the normal schools or colleges, who have given particular thought to public school problems, are usually available for at least a brief survey of the local situation. Such persons frequently serve at little or no expense to the local community. Specialists from the outside are often brought in through funds raised by private subscription. It should be a legitimate proceeding for the board of education to appropriate funds for a survey whenever this is deemed necessary. School experts can outline the educational needs of the community from the broader point of view. Their efforts in many places have had much to do with the subsequent educational reform achieved through campaigns.

The results claimed for survey work will not be realized unless the findings are reported in a form which will be easily understood by the general public. The ordinary man will never read a bulky volume about his schools, no matter how famous the specialists who wrote it are. But

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he will be greatly interested in a brief and forceful account of the results of the survey, written in his own language. School surveys are probably of little influence for general publicity compared with the translations of the survey results for popular consumption that are usually made by the local school authorities and friendly newspaper men.

VII. VISITS TO SCHOOLS BY PROMINENT PEOPLE

Visits to schools by representative citizens and reports made as a result of such observations furnish an avenue of approach to the public interest that can well be utilized. An announcement in the daily press like the following, which appeared in *Menasha, Wisconsin*, is certain to attract attention and arouse discussion:

WOMEN LEARN NEED OF SCHOOL

Surprised as Result of Visit of In-
spection to High School
Last Evening

One great value of having citizens visit the schools comes from the fact that visual and olfactory impressions of unfavorable conditions affect people much more powerfully than mere worn descriptions can. Committee members who have stumbled down the steps into a dark school toilet, almost suffocated by a terrible stench, will emerge determined to remedy such conditions even if this can be accomplished only by a new building. But if they had read in their comfortable homes after a good meal the *superintendent's* description and plea for better conditions,

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however impassioned his efforts might be, they would probably have thought that he was unduly exercised over a rather trivial matter. The superintendent's general policy with visitors should be to "let the facts speak for themselves," but it is often desirable for him to be sure that certain facts have a chance to speak. For instance, when Superintendent Womack of Jonesboro, Arkansas, wanted new school furniture, he had his visitors count the number of children whose feet could not reach the floor from the seats then in use.

Visiting has a number of other values for campaigns. It is a matter of frequent observation that visitors are likely to become so enthusiastic as to assume a part of the responsibility for the campaign. Again, their findings are reported back to their associates and friends or to their organizations as "the plain spoken truth." Such reports have much weight because it is assumed that they are made from an unprejudiced point of view, which the school authorities might not have. It is possible, also, for outsiders to say things about school conditions in a much more forcible and merciless way than the school authorities would dare. For an instance of this, see No. 6, which gives excerpts from a report on the sanitary conditions of school buildings and care of school grounds in Houston, Texas, as made by the "Advisory Committee of Ladies." For a final value, visits will result in endorsements for publication or circulation.

If the members of the school board are not already converted to the needs of the system, the superintendent should induce them to make a tour of the school buildings, preferably when school is in session. It will then be an easy matter to have a committee appointed to examine some modern school buildings in similar communities. If, as a result of *examining* their own schools, the committee

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members have been only partly convinced, they are likely to come home eager for a new building for their city. This is a common procedure in Wisconsin cities and usually produces the desired result. For illustrations we may cite Watertown and Chippewa Falls, Wisconsin. The committee from the former "came back enthusiastic over the needs of Watertown." The committee from Chippewa Falls returned from Menominee, Michigan, in a similar frame of mind.

The next group to visit the schools, in the absence of any exhaustive survey, may profitably be a committee of the most influential organization in the community. In Jonesboro, Arkansas, the superintendent and the president of the board appealed to the Chamber of Commerce. "The immediate result of our efforts was that the president, the secretary, and the board of directors of the Chamber of Commerce went with me on a tour of inspection of the school buildings. Needless to say, the visitors saw the weak spots."¹

In addition to those already mentioned, various groups should be induced to send representatives to visit the schools. Among these may be mentioned special investigating committees of citizens, school patrons' committees, high school alumni, women's clubs, influential and prominent citizens, persons familiar with good school facilities in other communities, and representatives of civic and other organizations such as the city council. The greater the number of influential groups and organizations that can be induced to send delegates to visit the schools and report findings, the greater will be the chances of ultimate success. A campaign that secures the support of worthy organizations whose representatives report favorably, is like a rolling snowball, gathering momentum as it

¹Letter from Superintendent Womack.

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goes. One can almost feel the momentum afforded by the array of organizations that sent representatives to visit the schools in San Antonio:

The Chamber of Commerce, the Trades Council, the Rotary Club, the Parent-Teachers' Association, the Federation of Women's Clubs, the Jewish Welfare Society, the College Women's Club and the Sons of Herman and several other fraternal societies were asked to appoint committees to investigate the school needs. These societies all appointed committees, which were conducted by a committee, appointed by the teachers for that purpose, to all the schools where congestion was most acute. Each one reported its findings to its own organization and to the board of education. These reports invariably urged the board to call an election and made recommendation as to the amount of money that was needed. The effect of these reports appears to have become contagious. Several societies and social welfare associations requested that they be permitted to send a committee to visit the crowded schools.¹

In arranging visits to schools, opponents of the school policy should be given every opportunity to see for themselves. When first-hand knowledge displaces ignorance or prejudice, opposition is often turned into hearty support. The very energy which makes a man oppose vigorously a school policy which he believes is wrong, will work with equal strength for the same policy, once he is convinced that it is right. Thus one Wisconsin superintendent writes of his situation a few years ago:

At the annual meeting the board asked for a levy for the needed improvements. The mayor in order to kill the movement referred it to a committee to investigate the need of more room,—and he appointed for the committee three men who he thought would surely kill it. One of them was the largest individual taxpayer in the

¹From an unpublished account of the campaign by Superintendent Meek. (See page 53.)

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district and a man with no children. Another was a wholesale liquor man. The work done with the committee was interesting and effective, for the report was unanimous in favor of the improvements, with the liquor man making the plea.

Visits to the schools should occur at the beginning or during the preliminary stages of the campaign and again in the midst of it. The reports of the early visitors may serve as the first broadside of the campaign. The visits and reports made during the heat of the campaign catch those who are slow to be moved, and rekindle the enthusiasm of earlier converts or present the facts from a slightly different point of view.

VIII. ENDORSEMENTS OF SCHOOL WORK OR POLICY

Early in the planning for a campaign, preparations should be made to secure endorsements from a variety of influential sources. These are valuable for several reasons. First, many people depend upon influential citizens to think for them. They have confidence in these leaders. If the latter approve the proposition, they favor it. Apparently it is a case of having their "big brother" or "father" think for them. Second, many of those who answer to the above description, and who are inclined to oppose the measure, will be silenced when they find their leaders supporting it. They do not have the strength of personality to come out in opposition to those upon whom they depend for leadership. Third, opponents within the membership of an organization that has endorsed the proposal by a large majority are apt to swing into line or to keep quiet through loyalty to the organization and the things for which it stands. "Voting the ticket straight" is an unalterable ideal with them.

The best endorsements are those made voluntarily.
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Others must be secured through personal appeals and solicitation. Voluntary endorsements come as a result of a good exposition of school needs and of good intelligence and interest in public welfare on the part of the individual. The motives of such endorsers, however, must be unquestionable. Thus it is inadvisable to use signed quotations from a contractor who expects to get the building contract, from a real estate man who anticipates a large fee through selling the site, or from teachers who expect to benefit personally by proposed salary increases. But statements from real estate operators as to the increases in value that might reasonably be expected for all city property because of better schools; statements from labor union men on the amount of money likely to be spent for general labor on the proposed building; or statements from teachers as to the superior teaching done by those whose salaries leave them free from all financial worry, are well worth while. The authors of such statements as these last three would not be accused of promoting purely selfish interests. Their statements would in general carry considerable weight.

Endorsements from persons of wide experience in the making of school surveys, persons of high standing in the educational profession, the state superintendent and members of his staff, and members of the university faculty who devote time to problems of public school administration, can always be had if the proposal has merit. These persons are keen to sense the educational needs of a community and do not hesitate to take a stand for the betterment of its educational conditions. Their support is voluntary, and all that is necessary to secure it is to induce them to visit the schools or to provide them with a detailed and competent report of the facts in the case.

Endorsements should be secured from local citizens and

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from organizations, as well as from experts on educational problems. The local citizens should include among others leading and established business men, leading taxpayers, the intellectual élite, professional men, clergymen, men active in community welfare and progress, fraternal, labor, and other leaders, and former opponents.

No opportunity to secure a desirable endorsement at any public meeting or from any influential, reputable organization should be allowed to slip by. Pains must be taken to see that the resolution is introduced in the meeting and that active supporters are present to push it.¹ The list of organizations supporting the project should include all organizations whose assistance is valued. An array like that which appeared at the foot of a Tulsa, Oklahoma, handbill will convince most readers even if the material above it is not looked at. This presentation was signed with name and title by the president of the board of education, the superintendent of schools, the president of the Patron-Teachers' Alliance, the presidents of twenty-four civic organizations from the Chamber of Commerce to the Y. W. C. A., and the presidents of sixteen patron-teachers' associations. Also there can be little doubt of the appeal made to labor by the plea for votes on the proposition to build a new high school sent out at Clinton, Iowa. This plea was signed by various organizations, including the Tri-City Labor Congress, the Brotherhood of Railway Trainmen, the Brotherhood of Locomotive Engineers, and the Brotherhood of Locomotive Firemen.

¹ Except for corrections in grammar and the like, the original language of the endorser should be preserved. If the resolutions passed by a number of organizations are identical in their wording, a bad effect will be produced. The whole effort will savor of machine work. Any such attempt at machine work will be sure to be exposed and will furnish *just cause for opposition* by the public.

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Endorsements once secured should not be allowed to go unadvertised. It is best not to circulate all endorsements at once, but to give out a few at a time. This method will produce a cumulative effect and make the number seem larger. Endorsements from leading taxpayers, especially from those who are liberal at the outset, should be given wide publicity. As one Wisconsin superintendent expressed it, "When the small taxpayer saw that the big taxpayer said 'Yes,' he sat up and took notice." In San Antonio the reports of every organization which sent a committee to visit the schools¹ were "printed as a news item and thus reached all the public." Announcements like the following from Los Angeles and Berkeley carry weight with readers:

This proposed bond issue after full investigation has been endorsed by the Board of Directors of the Chamber of Commerce, by the Central Trades and Labor Council, by the various patrons' clubs and other civic organizations.²

For the first time in the history of the city, all the official city groups, including the board of education, the city council, the city-planning commission, the playground commission, the park commission, the Federated Mothers' Clubs, and the other business and civic organizations of the city have set aside whatever differences they may have had, and, realizing the seriousness of the situation, have agreed upon a minimum program of what must be done to place Berkeley on a par with the school systems of neighboring progressive California cities.³

Good publicity should always be given to endorsements from special representative investigating bodies because of the feeling of confidence placed in the judgment of men comprising them. An endorsement like the one below

¹ See page 49.

² Los Angeles four-page folder.

³ Berkeley Civic Bulletin, March 15, 1919.

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from Oakland, which appeared on the back page of the school paper under a prominent caption DO WE NEED BONDS? is effective with many people:

The Advisory Bond Committee composed of twelve leading citizens appointed by the Alameda County Civic Association, after working on the problem for two years, has decided that WE DO NEED BONDS—that sixteen new and twelve standard unit additions to present schools should be built.¹

IX. LETTERS AND POST CARDS

Letters and post cards form additional instruments of approach to the voters. Personal letters from active backers to prospective supporters are always effective. Post cards containing a few pertinent facts can be prepared with little effort. Mimeographed circulars can be supplied and distributed through the schools. In some cities several thousands of copies of circular letters are sent out during the course of a drive. The president of the board of education in St. Louis sent out a letter to several thousand representative citizens, comprising the membership of such organizations as the Chamber of Commerce, the Merchants' Exchange, the City Club, and various other bodies. In Lawton, Oklahoma, circular letters on the school situation were issued monthly. In Menasha a personal letter was sent to every high school alumnus resident in the city, and a few days before election "A short, pithy letter, restating and reviewing the most catchy and best arguments, was sent to the entire poll list."

X. PETITIONING

Petitioning has been employed in some cities with apparently successful results, especially in the early stages

¹ *Our Public Schools*, February, 1919.

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of a campaign. It is an old, established, and valuable instrument for initiating action, that seems to have been allowed to fall into disuse.

The chief merits of the petition lie in its quiet operation and its utilization of the psychological effect of numbers on the average person. The movement for increased school support or for a new building can grow to considerable size under the plan of using petitions before opponents realize what is going on. The petition catches not only those who are favorable at the outset but also those who are easily persuaded, before the opposition has time to line them up against the measure. Once a man is committed in writing to a proposition, he can scarcely withdraw his support without losing his self-respect and subjecting himself to denunciation by the faithful. In Nebraska the legislature of 1919 passed a law permitting the erection of school buildings, if a majority of the electors of the district petition for it. This has made it relatively easy to secure action in certain quarters. In campaigns requiring a vote of the people, early circulation of petitions will have the effect of advertising. Thus in Lawrence, Kansas, the petition for a Liberty High School was circulated two months before the vote was to be taken.

Many individual voluntary petitions, which take the form of private endorsements or advance ballots, can be secured if desired. Buffalo carried an insert of detachable petition coupons in its pamphlet on school needs. The form used is reproduced in No. 62 (page 131). By having a few blank lines for additional signatures it is possible for each volunteer to secure a few additional names.

A petition, to make a formidable showing or to have much value, should carry a large number of signatures. The average man realizes that signatures are comparatively

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easy to secure. In fact, he will very likely say: "You can get most people to sign any kind of a petition. Many of them will sign petitions on both sides of the same proposition." But such a man cannot help being impressed by numbers. Determination of policy by the wishes of the majority is a familiar procedure in street improvements. When a majority, but no less, of the property owners on the street in question sign the petition for the improvements, some action is taken. A school petition containing not only a large number of signatures but the names of influential citizens as well is likely to make the school board or the city council act on the matter of submitting the proposition to a vote if such is necessary. In Worcester, Massachusetts, recently over 90 per cent of the teaching force signed a petition asking for a salary increase and presented it to the school committee. They followed this move by securing 17,500 signatures, only about 800 of whom were women, the remainder representing more than one half of the voters. These signatures were bound in seven volumes and submitted to the school committee as an argument for granting the teachers' petition. The school committee made a full and unanimous recommendation to the mayor and the city council for an appropriation to be made to pay the increases.¹ We doubt seriously whether any group of politicians would dare stand out in opposition to the wishes expressed in a petition of such magnitude.

XI. ADVANCE POLLING

Advance polls are taken in some communities because they give a check on the possibilities for success or failure. They furnish an excellent device for guarding against

¹ See Bulletin No. 8, November 15, 1919, Worcester Teachers' Association.

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dangers of overconfidence. The returns must be large and must represent a random selection to furnish a safe criterion. There is danger that the returns will be made largely by those favoring the proposed increases. The system in use must if possible insure the identity and location of each voter. It is necessary to establish the identity of opponents so that they may be reached through personal and individual effort.

Advance polls can be taken by newspaper ballot, by return post cards, and by methods similar to those used in Y. M. C. A. and Liberty Loan drives. The newspaper ballot is likely to represent only the wishes of the subscribers or persons of a certain political faith. As such, the returns from this source may need to be discounted. The use of return post cards upon which the voter indicates his position "for" or "against" the proposal is a practice that seems destined to increase. With a properly organized campaign staff and funds to provide postage, such cards can be sent to practically every home. Rochester, New York, used a double return card, one part to be used in voting "for," the other in voting "against." (See No. 68.) The method used in Y. M. C. A., Liberty Loan, and other drives can be adapted to find out whether or not the voters are in favor of the proposition. Each of the methods mentioned can be used by the committee to discover where work still needs to be done. With a corps of assistants, each detailed to account for residents within a certain territory, there appears to be little reason why an advance poll of reasonable accuracy cannot be secured. Such a poll will also be of considerable service on election day to those entrusted with "getting out the vote." Methods of this sort have long been common in political campaigns and are highly valued by experienced workers.

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XII. THE ACTIVE WORKERS

The active workers themselves form one of the most important means of reaching the public. They must carry out the details of the campaign under the direction of the managing staff of its subcommittees. They are the ones who must reach all of the field, and who form the actual contacts with voters. Without them the staff could accomplish little.

To insure success in a campaign a variety of types of workers will be needed, each capable of rendering particular kinds of service. Some of these types were mentioned in connection with the treatment of the general organization. (See pages 13, 14, and 15.) In particular, it was pointed out there that the general campaign staff should include good executives and specialists in certain fields, such as newspaper publicity and speaking.

Besides the general staff, a large campaign may require a small army of assistants. A campaign committee within every reputable organization is often possible and advisable. This was essentially the case in San Antonio, where the committees representing various organizations visited the schools, reported their findings to their own organizations and to the board, and urged that the board call an election. Persons campaigning for other purposes at the same time, political candidates for example, should be induced to favor the school program as a part of their own platform and to work for it. Women workers are especially effective in reaching other women. Their whole-hearted interest in the success of the campaign and their aggressiveness, once properly aroused, make their services particularly valuable.

The teachers, principals, and school children perform important services in many campaigns. Cleveland and St. Louis attribute to them the greatest efforts in their

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campaigns for bonds. In Worcester, Massachusetts, every teacher was assigned a certain number of streets and given a list of taxpayers on whom to call. In the recent campaign of the coöperative teachers' council in Kansas City, Missouri, the teachers undertook to obtain the signatures of 150,000 citizens to a petition asking for increased valuation of property to provide sufficient revenues for Kansas City schools. In the Springfield, Illinois, salary campaign the teachers "300 strong pledged themselves to be responsible for at least ten affirmative votes each."¹ In Berkeley, Cleveland, Oakland, and San Antonio pupils rendered valuable services in preparing publicity material. In Blytheville, Arkansas, the pupils of the junior and senior high schools secured the signatures of the owners of 97 per cent of the taxable property on a proposition to have the school assessment doubled for a period of three years. Many superintendents have testified to the good work done by children in distributing campaign literature to the homes. Certain organizations among the boys and girls, such as the Boy Scouts or the Camp Fire Girls, can be used to distribute handbills, dodgers, etc., on election day.

A final group of workers should include the personnel for getting out the vote on election day. Menasha, Wisconsin, made use of the machinery and official personnel of war-time organizations such as the Motor Corps, Red Cross, and the City Chapter of the County Council of Defense. San Antonio had "a complete organization in every school district. Each district assembled a community group of workers at the school several days prior to the election, for making plans to get out the vote on election day. . . . The local managing committees in each district took no chances and did not permit the voters to forget to go to the polls on election day. The names of

¹ Letter from Superintendent Allen.

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the voters known to be favorably disposed in the coming election were assigned to some member of the committee. Each committeeman was instructed to see that those voters assigned did not on election day neglect to vote."¹ Decatur, Illinois, appealed to the Mothers' Clubs to get out the vote in their respective school districts. The Rotarians used their cars to carry the voters to the polls. A principal directed the task for the day, of securing and getting out automobiles to carry the voters from any part of the city. "His office was one of the busiest I ever saw, and his work, I am sure, was one big factor in carrying the election for the increase in local revenues."²

XIII. INSTRUCTIONS TO VOTERS

Before leaving this discussion of ways of approach to the public, a final word on instructions to voters is appropriate. The most casual reading of the literature distributed during educational campaigns is sufficient to indicate the importance attached by campaign managers to proper instructions to voters. All previous effort may count for naught if the elector fails to appear at the polls or marks his ballot incorrectly. (See page 90 for a discussion of the matter of getting out the vote.)

Instructions to voters include a statement of the qualifications for eligibility, whether or not previous registration is necessary, an exact statement of the question to be decided, directions as to just where to place a cross, the date and place of voting, etc. These are simple matters, but they are ones on which persons with the best intentions often go astray. In some cases women are in doubt as to their right to vote on a school bond issue. This difficulty, however, will probably soon be a thing of the

¹ A typewritten report of the campaign from Superintendent Meek.

² Letter from Superintendent Engleman.

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past. Illiterates and foreigners are apt to have difficulty in expressing their wishes correctly, without very clear instructions. Even persons who are favorably disposed to the proposition for increased expenditures may be careless and forget the date for voting. Not every campaign organization can arrange to get every voter to the polls. In such cities, the usual practice is to have sample ballots, correctly marked to show a vote in favor of the proposition, printed and attached to the other literature sent out. In all such things the point most commonly emphasized is the important matter of the date. A few samples of instructions circulated among voters may be seen in Nos. 66, 66a, and 67 (pages 135-137).

CHAPTER FIVE

HOW TO SELECT ARGUMENTS AND ILLUSTRATIONS

THE preceding chapters have discussed the preliminary organization for a campaign, the analysis of the public for groups to be reached, and the avenues and instruments of approach to the public. The next step is the selection of convincing arguments and telling illustrations to present to the public. In this great care is necessary. The most painstaking work on the three phases of the campaign just mentioned will not by itself insure success. The material presented to the public must be inherently sound in argument throughout and it must convince citizens.

A careful study of all the successful campaigns listed shows that the rules for selecting arguments and illustrations may be laid down as follows: (1) Follow the fundamental principles for success in such campaigns. (2) Follow the principles of good argumentation. (3) Establish confidence in the schools by showing their achievements. (4) Present actual facts that form the basis for present needs. (5) Bring out clearly what the new program will accomplish. (6) Secure public endorsements by leaders. (7) Treat proposed costs and the ability of the community fairly, and seek the psychological moment to do so. (8) Make up a list of all possible objections and alternative propositions; have a sound and dignified rebuttal ready for each. These will be discussed in order.

I. FOLLOW THE FUNDAMENTAL PRINCIPLES FOR SUCCESS IN SUCH CAMPAIGNS

If arguments are not intrinsically sound and forceful, no amount of skill in mere form and wording is likely to *turn out material* that will arouse the public to favorable

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action. Just here superintendents and principals often fail in their first attempts. The three most common errors seem to be those of accusing the public of willfully neglecting its schools and of unwise appeals to the motives of pity and fear.

An otherwise well-managed campaign may start out with castigating the citizens for bad school conditions and implying that they have willfully allowed such a situation. As a matter of fact, the people in all probability are simply ignorant of the real school conditions, because no one has taken the pains to inform them in terms that they can understand, that will attract their attention, and that will arouse them to action.

The employment of the motive of pity in the campaigns is a complicated and at times even a dangerous proceeding. Theoretically it is as easy to arouse in women and big-hearted men pity for children who are suffering under terrible physical school conditions, as for poor children in the city at large or in war-ridden Europe. But in actual practice this feeling of pity will be accompanied by other feelings that may be even more powerful. Thus there may be shame that the city should tolerate such a situation. Or skillful comparison may produce indignation that some children should be subjected to such conditions while others are happy and comfortable in modern buildings. This indignation will show itself in a demand for fair play or an equal opportunity for all the children of the city. It will then be an open question whether pity, shame, or the sense of fair play was the most effective motive aroused by the campaign.

In securing more money for teachers, pity for them as a motive is of doubtful value. In campaigns for public support of teachers' pensions, there have been many attempts to give harrowing accounts of the personal suffer-

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ings of superannuated teachers who have given their lives to the public service with nothing saved on which to retire. But any one who thinks carefully over such a situation is inclined to lose confidence in the effectiveness of a school system which will permit innocent and helpless children to be subjected to the influence of such teachers. If pity is to be utilized, the attention should be focused upon the sufferings of the children so that pity will be felt for them. Much better results will be secured by this method, for then pensions will be seen to be absolutely necessary for the removal of the old and incompetent teachers in order that the children may have better teaching and in order that, through a pension system, a superior type of young teacher will be attracted to the school work.

In campaigns for increased teachers' salaries, much effort has been wasted in depicting the personal hardships of teachers under current salaries, in the effort to arouse pity for them as individuals. This procedure is ineffective because any intelligent person knows that practically no teachers, except the very old or incapacitated ones, need stay in teaching when so much more can be earned with much less effort in various other occupations. Here again, if any one is to be pitied, it is the children subjected to poor teaching.

Furthermore, the effort to arouse pity for teachers has other troublesome results. It tends to make the public lose confidence in the work of the schools. A far better procedure is to show that the present teaching staff is of superior quality but cannot be maintained at that level except by higher salaries. This was done at Omaha by showing the ratings of the high school teachers on intelligence tests as compared with the ratings of other groups of capable workers. Again, publicity of the type which depicts a well-dressed and attractive dancing instructor

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saying to a shabby and pitifully dressed teacher, "Why don't you educate your toes instead of your head, dearie?" is in some respects a body blow at efforts to secure better teachers. Such publicity causes many capable girls who had seriously contemplated teaching to change their minds. When they see that society rewards the teacher with so little prestige and remuneration, they think that to prepare for teaching is to plan to place one's self in a class which receives the ostentatious pity and condescending behavior of successful people. Girls like these, who are too wise to enter a calling which they believe will make them the objects of charity or of humiliating patronage, are a type badly needed in all branches of the teaching profession.

The personal motive of fear may at first thought seem a very unworthy motive to utilize under any circumstances. But rightly used, it seems to produce results that can hardly be secured otherwise, certainly not without far greater effort. It is utilized in securing new buildings by showing the fire hazards in the old ones, or by arousing parents through references to moral dangers connected with foul, dark toilets or to health perils growing out of inadequate heating systems, lack of ventilation, or poor lighting. In cities where there is keen competition with rival cities in business, or where the economic outlook is somewhat uncertain, fear is a powerful factor in the situation. The leading business men and their organizations will be at once attracted by any appeal for schools which utilizes fear of the city's future. If they can be convinced that the economic solidarity of the city can be secured only through good schools which are necessary for turning out efficient girls and boys, for attracting and retaining factory workers who have the education of their children at heart, and for combating Bolshevism and social unrest, they will

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see that the money for such schools is voted. Up to this point fear may be utilized for publicity campaigns to produce action by an individual, just as it is in any other situation where action by him is desired. But there is another somewhat peculiar part to be played by fear in such campaigns.

When a proposal for increased school expenditures is to be decided by popular vote, only the votes cast are of significance. They may represent only a fraction of the people eligible to vote. Of course it is always desirable to have a decisive majority of the community acquiesce in the proposal for better school support. But for practical purposes the publicity campaign has only to secure the requisite number of votes of the people actually voting on the increased expenditure. Under these conditions, if any opponents of the increase, who have no valid reason for such antagonism, can be so intimidated that they do not vote at all, the cause has really gained votes. There are instances where school-board members who were against the increase have been made to cease opposition through fear of public opinion which has been aroused to a decided majority in favor of the increase. If prominent citizens early come out publicly in large numbers favoring the increase, most politicians, "tight wads," and minor objectors will be afraid to oppose actively.

Accordingly, we are now ready for the three most fundamental principles for selecting the material to be used in the campaign for better school support:

1. *Build all on the proposition that the people of the community wish to do the right thing by the children and that they will make any necessary sacrifices to this end if needs are clearly and convincingly shown.*
2. *Make the good of the children the paramount issue, in particular subordinating to it all considerations of cost.*

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3. *Let the school authorities appear to be speaking for the whole people on school matters and not in the interests of any special class.*

II. FOLLOW THE PRINCIPLES OF GOOD ARGUMENTATION

The most important of these for our purposes are as follows:

1. *Keep the issues clear cut.*

Pains should be taken to avoid confusion and division of interests through getting mixed up in campaigns for other purposes or through trying to appeal for too many things at one time. A building campaign, or one for higher salaries, is much more likely to succeed by itself than when both are sought at the same time.

2. *Have unity of action.*

This may be obtained by having the arguments approved by the executive committee and plans for their dissemination worked out there.

3. *Avoid overdoing the thing.*

Too many arguments and too much work give an impression of overanxiety and lack of belief in the soundness of the proposition. In Buffalo the building campaign for \$8,000,000 was accomplished largely through a little pamphlet of thirteen pages which had in it only four main arguments. In Indianapolis the salary campaign achieved success with a similar pamphlet.

4. *Appear to leave it to the people to judge for themselves.*

The average citizen has confidence in his own judgment and naturally resents anything which intimates that he is not capable of arriving by himself at a decision that will be best for the public good.

5. *Count upon the pride taken in personal or organizational accomplishment, to get people to support a good cause.*

Many prominent people take pride in always coming out

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strongly for any measures which they believe will promote the public welfare. The same is true of many organizations like civic clubs, commercial organizations, women's clubs, etc.

6. *Choose arguments that appeal strongly to influential bodies of voters.*

The money value of an education interests many parents strongly. This argument, however, is of less use than formerly, for two reasons. The reliable comparisons on this subject are now so out of date as to be often laughable. The wages of unskilled labor have for so long been more than educated persons are now earning that the argument has little or no force with many people. Both these difficulties are greater with young people, who have no background of experience with similar conditions in the past and so cannot make proper allowances for temporary inequalities in earning power. In the present widespread unemployment, this argument will doubtless regain much of its former value. (See Nos. 44-47.)

The fact that a large part of the money for a new school building will be spent for labor by men from the city itself, appeals to all labor interests. (See Nos. 48-50.)

An appeal to support the movement for better schools so that the city may not take a backward step but be able to hold up its head among other cities, always secures the attention of most citizens. (See Nos. 18-30.)

7. *Seek timely arguments and illustrations.*

The following have been used with good effect:

a. Appeals for more money for physical education and gymnasiums are very timely because of the stress placed on physical fitness in the army and of the chagrin aroused by publication of facts on physical defects in men of army age.

In Lawrence, Kansas, a health supervisor for the grades was secured in this way. In Atchison, Kansas,

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the advertisement for the high school bond issue skillfully played up the gymnasium feature and was purposely placed by the side of the appeal for the memorial hall to be voted on at the same time.

b. The prevalence of the influenza or a similar disease may be utilized in appeals for school nurses. A communicable epidemic at Lawrence, Kansas, three years ago was so utilized.

c. A new high school building may be proposed as a war-time memorial, since so many of the soldier boys from the town of course had previously attended the local high school.

This appeal was utilized at Lawrence, Kansas, "where nearly three hundred soldiers had been in the high school, twenty of whom made the supreme sacrifice."

d. The war contributions of the community to various activities may be played up and the question asked as to what the community ought to do on school matters. (See Nos. 25 and 26.)

8. *Each argument presented to any group should be thoroughly sound.*

If one person in the group detects unsoundness in any argument, it will tend to destroy his confidence in all of the presentation. Doubt and suspicion will spread rapidly from such a person in a group where they are at the outset rather disposed to look for excuses for not paying higher school taxes.

III. ESTABLISH CONFIDENCE IN THE SCHOOLS BY SHOWING THEIR ACCOMPLISHMENTS

While it is very essential to present the needs of the schools so strikingly that the public will be aroused to provide the funds, this cannot be accomplished by proclaiming the bad features only. Great care must be taken to show that the schools and the present administration have accomplished all that reasonably can be

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expected of them, so that they are worthy of confidence when it comes to discussing future expenditures. Successful school authorities constantly strive to preserve this confidence of the public in their schools. Superintendents of this type are sometimes so successful that they appear to have little difficulty in securing sufficient funds at any time.

When the methods of these successful men are analyzed, their achievements appear to be due to a fearless and pitiless publicity of the facts, so conducted that the present school administration and teachers cannot justly be blamed for the conditions. In striving to obtain the confidence of the public, it is highly advisable to show the desirable types of work that the schools are doing, the quality of the work they are accomplishing, and the relative numbers of the various groups of persons being educated.

Sometimes a frank statement begets confidence. (See No. 10.) Or the school authorities, while securing the confidence of the public in the schools, may at the same time create public suspicion of the antagonism to school expenditures manifested by politicians or demagogues. For this type of publicity we have the classic issued by Superintendent Hunter of Oakland, given in No. 68.

IV. PRESENT ACTUAL FACTS THAT FORM THE BASIS FOR PRESENT NEEDS

Great pains should be taken to present the actual facts that constitute the basis for present needs. If this policy is adhered to year after year, the time may even come when the average citizen will take for granted that when the schools ask for something, they have such clean-cut and undisputable needs that the money should be voted with little discussion. For carrying out such a policy,

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much that was given under the head of "Objective Demonstrations of School Work" on pages 34-40 will be of great value. In campaigns for general increases for school purposes, the present conditions, the rate of growth in past years with probable growth in the future, and so on, should be clearly shown. In building campaigns, the present conditions with reference to safety, sanitation, state of repair, cost to restore, and adequacy for present and future school population, together with their relation to certain districts in the city, should be stressed. In all of this the descriptions and presentations must make constant comparisons with what other cities are doing or with standards that are commonly accepted or that come from authorities in the matters. In any event, the description should be so straightforward and forcible that any opponent, while he may ignore or evade facing it, cannot dispute its essential accuracy. In particular, brevity is a *sine qua non*. The average citizen is unlikely to be converted by anything coming after the fourth page if he has to read it at one sitting, unless free use is made of striking pictures and skillful advertising devices. Citizens who are especially interested in education or leaders in school affairs will of course read much longer pamphlets.

Most of the selections in Chapter Eight are good examples of skillful presentation of facts and should be considered for such points as selection of items, forceful language, straightforward statement, brevity, etc.

V. BRING OUT CLEARLY WHAT THE NEW PROGRAM WILL ACCOMPLISH

Taxpayers as a rule are unalterably opposed to voting money for some vague or undefined purpose. Consequently great pains must be taken to bring out clearly just what the new program will accomplish both for the schools

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and for the community. As the Interchurch World Movement campaign failed about the time this point of definiteness of appeal was being elaborated, the authors sought the advice of the experts who prepared such apparently effective advertisements for that movement. The director of publicity, Mr. Tyler Dennett, kindly wrote as follows:

I do not think that the failure of the Interchurch Movement could be attributed to the weakness of the advertising. Indeed, we have here a good illustration of the inadequacy of even the best advertising when the sales force is not up to the mark and the product is not well matured.

The advertisements were prepared in January and February at a time when it was most difficult to set down with clearness the exact objectives of the Movement. It was necessary to assume that there would be the support of about thirty denominations, although when it came to the show-down this support was in many cases very weak. Another embarrassment was due to the fact that most of the appeal of the Movement consisted in promises of what it would do if the money could be obtained. Promises make less suitable material than accomplishments as advertising copy.

The last sentence of this cannot be too strongly emphasized.

School boards as a matter of course practically always present itemized financial statements of the cost of proposed improvements. But such statements are often not intelligible to many people and in any event are unlikely to be very convincing to any one except a more or less expert financier. The presentation of the proposed program should emphasize the point that the increased support will make better work and new types of work possible and that it will give relief to other parts of the school system and so benefit these parts.

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This last point is often emphasized in junior high school campaigns. A new junior high school building will of course vacate some rooms formerly occupied by Grades 7 to 9, and such rooms will then be available for the elementary school or the senior high school. This argument was worked with great success at Beloit. Verbatim statements of it in other campaigns will be found in Nos. 32 and 33.

A number of other benefits of the proposed program, while they cannot be so definitely stated as to convert hardened opponents to higher taxes, may nevertheless if properly presented have great weight with thoughtful voters. Of such benefits the ones most often emphasized in successful campaigns are those of making the city more attractive, of increasing property values, of providing work on buildings for local labor contractors, of opening up places for community meetings, and of assisting Americanization work. Examples of statements about work on buildings for labor and contractors will be found in Nos. 48-50. Examples of statements on other points are given in Nos. 18-30, 36, and 37.

VI. SECURE PUBLIC ENDORSEMENTS BY LEADERS

The preliminary work in getting such endorsements, the classes from whom to get them, the best ways to utilize them, etc., will be found on pages 50-54.

VII. TREAT PROPOSED COSTS AND THE ABILITY OF THE COMMUNITY FAIRLY, AND AT THE PSYCHOLOGICAL MOMENT

In any movement for better school support, the proposed costs and the ability of the community to pay them must be treated exhaustively and fairly at some time or other. The average taxpayer will demand this. But the

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successful campaigns do not do this until the "drive" phase has been reached. They use the same psychology that the skillful merchant does. He calls attention to his merchandise with an advertisement that "not only *attracts* and *holds attention*, but in so doing it *connects a specific brand or article with a general need*, so that when the general need is felt, the action will not be toward such articles in general, but toward this specific brand in particular."¹ After interest has been aroused by such advertising or by attractive window displays, a prospective customer is induced to enter the store. After the salesman has exerted the skill necessary to show the customer whatever article the latter is interested in, say a hat, the price is mentioned only incidentally. As a result the customer will probably take the article. The best-managed campaigns treat cost phases fully, adequately, and honestly, but only after the demand for good schools, or the need for them, has been fully shown.

In making such cost presentations, it is well to show:

1. That the schools have been economically managed and are deserving of more money. This often necessitates showing the actual cost per unit of taxation, per child in school, etc.
2. What really ought to be provided for the schools.
3. That the community, in the light of its wealth, debt, etc., is relatively able to pay for the proposed improvements.

For samples of cost presentations see Nos. 68-83.

¹Hollingworth, H. L., *Advertising and Selling*, page 215.

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VIII. MAKE UP A LIST OF ALL POSSIBLE OBJECTIONS AND ALTERNATIVE PROPOSITIONS; HAVE A SOUND AND DIGNIFIED REBUTTAL READY FOR EACH

The last step in collecting material is to make up a list of all possible objections and alternative propositions liable to be advanced during the campaign, with a sound and dignified rebuttal for each, if possible. The experience of those in charge of the St. Louis campaign is in point here:

A third objective in the campaign was unfortunately necessary. This was the refutation of misinformation and misrepresentation by certain interests of the city (under the name of "The Tax Payers' Protective League") which have in the past consistently opposed measures of civic progress entailing additional taxes, and the proposition for added tax levies to provide school buildings made no more appeal to this class of citizens than other propositions in the past which had met with their opposition.

On the handling of objections, we can derive much help and encouragement from the best commercial salesmanship. In such work the accepted view is that an objection by a possible customer is a sign of interest in the proposition.¹ The idea is that a man does not take the trouble to make a real objection to a thing which has not seriously attracted his attention. The real objection is a sign of interest, of energy aroused by the proposition. It is the salesman's business by a skillful presentation of his case to make this energy flow toward rather than against the proposition. Accordingly, in the best commercial organizations salesmen are deliberately coached on distinguishing between real and insincere objections, and on

¹An excellent and stimulating presentation of this view will be found in Chapter X of *The Selling Process*, by Norval A. Hawkins, who for over a decade was sales manager of the Ford Automobile Company in Detroit.

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knowing how to brush aside the latter and to utilize the former. All this applies equally well to much of the work in school campaigns.

It should be borne in mind that many shrewd opponents of increased expenditures will put forth apparently innocent alternative proposals with the real intent of drawing support from the main proposal, thereby defeating it. If, as is often the case, there are some real but unavoidable weaknesses or defects in the official proposal, such as a location of a building that does not suit everybody, preparations should be made to admit the weaknesses frankly and then be ready with enough good points than more to offset the deficiencies.

In addition, the preliminary work should include determining just which individuals or classes of people are liable to make certain objections, just which persons or papers are best for giving the answers, and just when the replies should be made. An objector to moves for the public good is usually a person of pronounced prejudices, though occasionally of considerable influence. It frequently makes all the difference in the world who brings the rebuttal to him or just when it is brought. He would be perfectly satisfied if answered by one man, or by a particular paper, or at a given time. He might be highly offended if given the same answer by some other man, or by some other paper, or at some other time.

In a few cases, plans may have to be made for rather severe measures with some objectors. For instance, it is reported that in a Western city a certain editor had been for some time consistently fighting all civic improvements, aligning himself with the element which fought any increase in taxes and which was a dead weight on the city's advancement. When the school-bond-issue campaign started, he as usual catered to the "old foggy" element and

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promptly launched a vigorous campaign of vituperation and calumny. This threatened to cause doubt in enough minds to defeat the bond issue. Finally, the merchants of the town became aroused at the continuance of the editor's anti-social or anti-city attitude. They informed him that their advertising money would not henceforth contribute to the circulation of material so destructive to the welfare of the city. The unfair opposition promptly ceased, and the bond issue was safely carried. While this may seem a little harsh, it was really only the normal manifestation of an aroused public opinion against a man who had put himself outside the pale. He received only a mild form of the punishment that society ordinarily doles out to such a man. The school authorities of course took no active part in this, and so no odium attached to the schools as a result.

A bold and striking way of dealing with the objections of a political "gang" in a city council is reported from a Western city. At this place the school board had to secure its funds from the city council. The members of the city council were determined not to give the schools more money. The various methods to show the needs of the schools had been faithfully used, but the council remained obdurate. Finally, the superintendent and board went ahead to make the raises in salary necessary to keep the good teachers and to secure competent ones for vacancies. On the new salary schedule, the old yearly appropriation would enable the schools to run for some six months. That summer the school authorities notified the city council that they would ask for the needed increases at a fall meeting of the council. They assured the council that the appropriation allowed would run the schools for only six months. They made it perfectly clear to the council that at the end of the six months they would close the schools

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if they had no more money. But they made it more than plain that if the schools were closed, all explanations would have to be made by the city council. The school authorities said they would decline to make any explanations whatever, as they had done only what was right and had asked for only reasonable and necessary increases. The schools in that city ran the full time that session, and on the new salary schedule.

CHAPTER SIX

HOW TO PREPARE AND CIRCULATE THE MATERIAL FOR EFFECTIVE PUBLICITY

WHEN the materials for influencing the public for better school support have been assembled, the work is only well begun. The task of preparing them for effective publicity is the next step and is equally important.

It is as difficult to tell how to prepare material to influence the public as it is to tell an individual how to be "interesting." Nevertheless, it is generally agreed that the best way for an individual to learn to be interesting is to observe interesting people and to analyze their apparent strength, with a view to making these good points a part of his own equipment, often by imitation. Accordingly, we shall analyze school publicity material that has been successfully prepared and used, with a view to finding out the reasons for its excellence. But just as no amount of telling how an "interesting" person talks is as good as listening to this person for one's self, in the same way reading effective publicity material is much better than simply reading about it.

The need for careful study of examples of successful school publicity work by the superintendent can hardly be put too forcibly. In such work, as in conversation, comparatively few have the ability to originate new expressions or material that will arouse readers to action. But once such expressions have been published, they may be studied and used by others in their own campaigns. For instance, it would hardly occur to many superintendents to describe a portable by the word "shack" or a partially fireproof building as composed of "slow-burning materials," as was done at Berkeley. And yet it is hard to estimate the value of these terms for arousing the pride of citizens

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and the fear of parents, respectively. Again, few school men might originate the idea of the clever title for a bulletin, "For the Sake of Your Children," as the only thing on the first cover, and the equally clever subtitle for the back cover, "Use Your Own Tax Receipt to Find How Much Tax You Will Pay," which Superintendent Hicks of Clinton, Iowa, did. Or, few teachers might think up and execute such cartoons as are given in Nos. 39 to 41. But once a gifted superintendent, teacher, or pupil has originated such forceful descriptions or skillful devices, these can at once be utilized by other school men with similar problems.

Statistical material, especially, needs to be very carefully adapted for presentation to the public. Most school authorities realize that it is impossible to know how much increased support the system needs without studies involving figures. The statistical results obtained from such quantitative studies would be easily understood by these school authorities. But such results might be wholly unintelligible to the ordinary citizen until they were put into terms that he could understand. There are three main devices for preparing such material for him: tabulation, graphs or pictorial summaries, and translation into words. A full treatment of these and other devices for successful school publicity of statistical material has been given by one of the writers elsewhere.¹

The specimens in Chapter Eight have all been selected with a view to exemplifying forceful and effective presentation to the public. Some have already been referred to, and others will be cited in connection with the analysis of the elements that make for force and interest, which will now be given. This analysis will be made under the heads of: I. The form of presentation. II. Adaptation

¹ Alexander, Carter, *School Statistics and Publicity*.

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for varying conditions. III. Attitude in preparing material. A fourth section of this chapter will deal with the circulation of publicity material on schools.

I. FORM OF PRESENTATION

The form and manner of presentation of the material, at least in print, appear to have as much to do with effectiveness and therefore presumably with success, as has any inherent soundness of argument. A mere assertion that a city needs new school buildings cannot possibly have the effect produced by the Berkeley material with its pictures of actual conditions, its strong and pungent epithets, and its pointed questions which put the responsibility fairly up to the citizen who reads, no matter how much he may be disposed to dodge. (See No. 38.)

Special effort should be exerted to make the information and appeals forceful and attractive. This is easily possible with a little forethought and the use of simple devices. The first of these is to make the appeals as much as possible to the eye through pictures, charts, graphs, etc. Such a procedure merely adapts school publicity to a growing tendency in the world at large to make desired impressions by pictures rather than by word descriptions. This tendency is shown most clearly in the pictorial supplements and cartoons, and in the constantly increasing proportion of illustrations in printed material appearing at the present time in all our leading newspapers and magazines. The readers of such papers are the ones to be reached with school publicity material. Experienced superintendents of the progressive type have for some years been employing this device in an informal way by using charts and graphs of large size to show the facts as to overcrowded school conditions, the need of provisions for certain groups

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of children, the comparative expenditures for different lines of endeavor, the cost of the proposed innovations, and the ability of the community to pay. The same graphic material can be used to advantage in school campaigns. Superintendents Engleman of Decatur, Illinois, and Converse of Beloit, Wisconsin, report very favorable results from presenting such facts in graphic form before different bodies of citizens. Superintendent Kent, when at Lawrence, Kansas, used age-grade charts to advantage in securing a room for ungraded pupils. For examples of the use of pictures and graphs, see Nos. 13, 38, 43, 46, 47, and 71.

In addition to the use of pictures, a number of other simple devices may be utilized to make the publicity material forceful and interesting. For some time they have been largely used in effective advertising, and they were extensively employed in the various war aid and Liberty Loan drives. Among such devices are attractive titles, brevity, objectiveness, emphasis upon one point at a time, good printing with large type and plenty of white space, and the use of good slogans effectively placed and timed. Finally, there should be a well-planned sequence from general educational arguments in the early stages of the campaign through careful cost estimates in the drive phase, winding up with directions for voting the right way. In all these there must be sufficient repetition, reiteration, and variety of appeals to make the desired impression. Most of the examples in Chapter Eight have been chosen to show the use of these devices and of graphic methods. Nos. 59 and 60 give a few good titles. No. 61 gives samples of slogans. No. 1 gives the layout of a successful building campaign by titles of articles.

The superintendent and the school board should avoid any element of personal glory in the publicity material.

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As officials charged with the responsibility for the public schools, they must of course represent the public and propose the increased expenditures to the citizens. But in practically all cities any note of personal aggrandizement on the part of the school authorities will seriously endanger the outcome of the campaign.

II. ADAPTATION FOR VARYING CONDITIONS

Assembling the arguments, collecting the pertinent data, and caring for matters of general form do not complete the preparation of material for publicity work. Much remains to be done in the way of preparing articles for use under varying conditions, such as at a public meeting or in the press. The requirements for material published in papers issued by the school authorities are practically the same as for the regular newspapers. In fact, especially forceful material from the school paper is often reproduced in the press.

While much of the material will naturally appear in some form of print, the needs of speakers and individual workers must not be neglected. Speakers must be provided with first-class ammunition. For suggestions on how to do this, see pages 23-27.

In preparing material for the press, the question at once arises as to whether the final form or exact wording of the articles should be worked out by the school people. Some superintendents and editors say that the school teachers and students cannot catch the public's point of view sufficiently to write acceptable "copy."

I find that it is necessary to adapt my advertising and reporting to the requirements of the local newspapers. That is to say, I cannot get them to take copy that is composed in the language of the pedagogue.¹

¹From letter of Superintendent H. P. Study, Atchison, Kansas.

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On the other hand, some schools turn out a good deal of publicity material through the English classes. Good examples are the schools in Oakland, Richmond (Virginia), Johnstown (Pennsylvania), and Berkeley (California). Without doubt work of this kind is very good for the composition classes and teachers, inasmuch as it furnishes them with a real "audience." After a little preliminary study, it would seem that composition classes might reasonably be expected to turn out material in a form to interest the public. Certain art classes in many schools turn out posters for this purpose that are very successful.

It is only common sense to expect that newspapers will use far more material when it is sent them all ready to print. Again, the articles prepared at school are much more likely to represent, with proper emphasis on the different parts, the school requests for money, than those hastily prepared by editors or reporters who have only a general knowledge of school conditions. In any event it seems advisable to prepare plenty of material at school. The newspapers may then use directly what they can and revise other parts that are worth the effort.

In addition to the material furnished the press in complete "copy," Superintendent Newlon met the representatives of the press in the drive phase of the Lincoln, Nebraska, campaign. In his own words:

During the last week I met the reporters of the two evening papers at 10 o'clock each morning and gave out interviews, touching upon the various phases of the building problem in Lincoln. For example, one morning we discussed the problem of health, on another the junior high school, on another the need for a vocational education program, and so on. The data for these had been carefully prepared by principals, supervisors, and others in the schools, so that each time we had a body of interesting and concrete material about which a good story could be built.

HOW TO PREPARE AND CIRCULATE MATERIAL

III. ATTITUDE TO BE TAKEN IN PRESENTATION

The attitude taken by the school authorities in presenting to the public pleas for increased school expenditures is important in two ways. First, all printed material should breathe the spirit of confidence even though a hard fight is ahead. The opposition will in any event be ready with plenty of cold water. There is no need for any to be thrown by those supposed to be warming up the people in the campaign. A timid, apologetic, or deprecating manner on the part of the school authorities is very poor policy.

The schools ought not to ask for anything that they do not need and that the community cannot really afford. But after it is definitely known through thorough investigation that the school needs are pressing and that the community can afford the expense, the school authorities ought to go to work like good salesmen. A successful salesman investigates carefully his prospective line of goods. As soon as he thoroughly believes in it on its merits, as soon as he honestly feels that he can do something for the buyer's benefit, he is ready to sell his line, and not until then. Once ready to face the world on the real merit of his goods, he feels equal to making almost any customer want his articles enough to pay out money for them.

Second, while straightforward estimates of the whole cost must be given at the proper time, great pains must be taken to show how small the increase really is. (See pages 73-74.) This may be done by comparing the increase in school expenditures with that in other civic lines. Or it may be accomplished by showing how small the extra tax burden on each unit of taxation will be. Nos. 74 to 84 are good examples of deliberate attempts to minimize the burden features of the increased school expenditures. It will be noted that they are patterned after successful advertising and Liberty Loan methods.

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

IV. CIRCULATING PUBLICITY MATERIAL

The work of circulating publicity material once it is prepared depends largely upon the amount of money available for the campaign. The statutes in most states very wisely do not allow the expenditure of public funds for publicity work directly. Fortunately, much of the publicity material may with perfect propriety be circulated indirectly or with little expense to the taxpayers.

A school board is required to report to the public. This means that when more money is desired, the reports of the board to the public may be centered on showing the needs and recommending definite increases. It is easy for the superintendent to influence them in this direction. Such reports may be issued in various ways. The annual report is used for this purpose very successfully in some places. For instance, Superintendent Yakel of Paducah, Kentucky, writes:

In my report of last year I purposely eliminated all material, except that required by State Law, which did not relate to financial matters of the school.

Superintendent Chapman of New Brunswick, New Jersey, has for several years been issuing an annual report which deals with only a few big problems, but which emphasizes cost features to show the need of greater funds. Superintendent Bradford of Kenosha has issued her annual report in the form of serial articles in the local papers. Sometimes the report appears in a special school number of the local paper, as with Superintendent Rossman of Stuttgart, Arkansas.

Much valuable work in circulating publicity material may be done by the active workers in the campaign. (See pages 58 to 60.)

Any mimeographed material prepared in the superintendent's office, or printed matter about the schools,

HOW TO PREPARE AND CIRCULATE MATERIAL ✓

obtained from any source, can be distributed by school children so as to reach about as many readers as do regular newspapers. Some care has to be exercised in this connection, or there may be a charge brought against the school authorities of selfishly utilizing the school machinery to further their own interest. This charge was brought in an Ohio city when the school superintendent had been shut out of newspaper communication with the public and could reach them in no other way.

The use of children for taking out school campaign material is very general. In St. Louis, for instance, advertising reminders to vote for the school bond issue were hung one evening on "every door knob in the city" by school children. Superintendent Wilson of Berkeley wrote as follows of the campaign there:

The most effective work was done by the children and teachers through the letters they wrote to their parents and through the arguments they carried home due to the four-minute speeches which they developed in the schools.

CHAPTER SEVEN

THE CAMPAIGN UNDER WAY

(A composite derived from successful campaigns)

TO save the busy superintendent time and effort, it has seemed advisable to lay out a composite campaign with steps in chronological order, embodying the best methods of all the successful campaigns studied. In his own campaign the superintendent should strive to get a cumulative effect with his arguments, illustrations, and citations of fact. As a suggestion on this the complete layout used in a successful six months' campaign in Lincoln, Nebraska, is given in No. 1.

The treatment of the composite campaign will be given under three heads, with the steps under each indicated in chronological order: I. The general publicity campaign (lasting from six months to several years according to circumstances). II. The drive (a month or more). III. Additional work necessary to get the increase actually carried if it must be submitted to popular vote.

I. THE GENERAL PUBLICITY CAMPAIGN

1. The general plans having been laid, the director and the managing committee start the discussion of school needs, preferably at a mass meeting.

2. The worth of the schools is constantly stressed; when defects must be noted, the cause is clearly shown to be mainly a lack of sufficient funds.

3. By all possible means the discussion is kept up.

4. By a survey, personal investigation on the part of citizens, and skillful comparisons, a growing conviction that something must be done is induced.

5. The discussion is gradually directed toward a demand for a specific plan for betterment.

THE CAMPAIGN UNDER WAY

6. The director has the specific plan ready, and when conditions are favorable has it proposed by suitable sponsors.

7. All along the teaching staff have been given a sort of a "know your own schools" or a "war aims" course on the needs of the school system and the plans for the campaign. Thus as soon as the drive starts, the teachers will be ready to answer promptly and satisfactorily inquiries about school work and to serve as radiating centers for sentiment favorable to increased school support.

II. THE DRIVE

1. The definite proposal is published, approval having been previously secured from every possible reputable organization in the city, from the state department supervisors, university specialists on educational problems, school survey experts, etc.

2. The press comments favorably in editorials and runs school news in prominent places.

3. Exhibits, demonstrations, and entertainments, all duly advertised, show the work of the school.

4. Favorable interviews with all types of influential citizens appear at intervals in such fashion that the effect is cumulative.

5. News of what similar cities have done for their schools appears prominently in the papers, with all superior achievements featured.

6. Children carry to every home in town letters, circulars, and booklets explaining the proposal for increased expense, much of which material they have helped to prepare, so that their parents are already greatly interested.

7. Advertisements for the school, contributed by merchants, begin and continue, increasing in size, numbers, and force.

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8. At least one representative in every organization in town is listening for every note of opposition. As soon as this is reported, the rebuttal is promptly circulated where it will do the most good.

9. A poll may be taken and all favorable results published.

10. Addresses are given before every organization and at practically every general meeting, especially talks by four-minute men and children. The talks for the latter have been prepared in school, so that the parents are already interested.

11. Cartoons, special articles, and slogans appear in printed material.

12. Posters, placards, or exhibits of school work are put up in store windows, the post office, etc. Handbills and dodgers are distributed to every home.

13. Advertisements are placed on delivery wagons, vans, etc.

14. Slides are prepared for moving-picture houses.

15. Specific directions for voting in favor of the issue are circulated, preferably with a picture of a ballot correctly marked and stressing the date. These are printed in papers, put on movie slides, and handed around on circulars.

16. Special arrangements are made to reach factory workers at the noon hour or while they are going to and from work.

17. The Sunday before voting day every minister preaches a sermon favoring the proposition.

18. A few days before the vote, each child in school writes a letter to a relative or personal friend who is practically certain to come out to vote. If the child is working under poor school conditions, the voter is asked to vote to help this particular child to secure better schooling. If

THE CAMPAIGN UNDER WAY

the child has a good school, the voter is asked to vote to give other children, who are not so fortunate, an equal chance.

19. At a choice moment, usually the day before the voting, a well-organized and attractive parade of school children, teachers, board members, and prominent individuals and organizations supporting the measure takes place. The object of this is to make the indifferent realize the magnitude and popularity of the demand for improved schools.

20. On voting day, tags are pinned on those who have voted favorably, announcing the fact.

III. ADDITIONAL WORK NECESSARY TO INSURE THAT THE DESIRED INCREASE WILL ACTUALLY BE VOTED AT THE POLLS

✓ 1. A complete card catalogue of voters is made up through children and teachers or taken by post card, showing the way citizens will vote.

a. Those against the measure are approached, care being taken to try to change their views by every legitimate means.

b. When prominent converts are made, sufficient publicity is given the fact.

c. Publicity is given to anything indicating that there will be a majority vote for the proposition.

✓ 2. There must be a good organization to get out the vote on election day.

a. An automobile fleet, under a competent director to bring voters to the polls, is run by high school boys, club women, and if possible by leading business and professional men.

b. Special effort is made to get the stay-at-home voters or those who cannot easily spare the time, to go to the polls.

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c. Arrangements are made for high school girls to stay with children and sick people, so that every woman possible can cast her vote. This vote will practically always be for the better school support.

CHAPTER EIGHT

EXAMPLES OF GOOD PUBLICITY MATERIAL USED IN SUCCESSFUL CAMPAIGNS FOR BETTER SCHOOL SUPPORT

THE preparation of this final chapter was prompted by the belief that concrete illustrations from successful school campaigns may be not only more illuminating but also time saving for those who must prepare material of their own. The examples of publicity material herein given can be easily and quickly adapted by the school authorities who contemplate similar campaigns. In the judgment of the superintendents who furnished the data, the examples and illustrations are excellent for the purposes intended. Practically all are from campaigns that succeeded or that were shortly afterward followed by similar efforts that did achieve results. While of course it cannot be proved beyond a doubt that this publicity material was the sole or even the chief cause of the success, there is every reason to believe that the kind of effort which it typifies was a big factor in securing the better school support achieved in the campaigns. This last statement is made by the writers after careful study of the publicity material itself and of the opinions of superintendents and managers of successful school campaigns in some seventy cities of various sizes and from all parts of the country.

It cannot be too emphatically stated that some of these selections are valuable only as suggestions or patterns. The descriptions embodied in certain of them applied only to conditions which were wiped out when success was won in the campaigns. In nearly all the excerpts dealing with costs, the figures are of course already out of date. The thoughtful superintendent will, however, have little

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difficulty in recognizing such selections and in adapting them to his needs.

For convenience, each selection is given a number which is used for reference purposes in the body of the text. The selections are grouped under the following headings, which occur in order: I. Layouts. II. Committee reports. III. Presentations of school needs. IV. Appeals to civic pride. V. Statements of increased educational advantages to be gained by adopting the proposed plan. VI. Pictorial presentations. VII. Appeals to particular groups of voters. VIII. Advertisements and press work. IX. Treatments of costs to taxpayers.

I. LAYOUTS

No. 1 LAYOUT FOR A BUILDING CAMPAIGN

TITLES OF ARTICLES FOR SIX MONTHLY INSTALLMENTS IN THE
SCHOOL PAPER AS USED AT LINCOLN, NEBRASKA

Installment 1

Comprehensive building program outlined. Plans for housing all the children of the city in modern buildings.
Should pay of Lincoln teachers be increased? Some facts and figures.
More money needed to maintain schools.
Legislation asked. A letter from the president of the board of education.
President Wilson urges liberal support of schools. (Insert, center of page.)
School publicity. (Purpose of establishing the *Lincoln School Bulletin*.)
Junior civic league book. (Just published, describing patriotic and civic projects.)
Large citizenship classes in night schools.

Installment 2

(Photographs of cottages in poor condition, used for school buildings.)
The junior high school—A distinct feature of the building program. The six-three-three plan fully explained. Advantages of the junior high school organization.
Cost of building program. An itemized statement.
Teachers' salaries. (Editorial on a bill to authorize tax levy.)

EXAMPLES OF GOOD PUBLICITY MATERIAL

Money in the general fund is inadequate.

Capital building opening (a school). (Cost of remodeling. Opening for inspection.)

Parents want work after school. (Request to business men for help.)

Additional tax levies. Board of education asks that present law be amended upward.

An interesting community program planned.

Installment 3

House Roll Number 416 Provision for an increased tax levy. The referendum may be applied to the school-building program.

Education in England. A complete system of public schools provided.

Vast sums of money to be expended.

Your child should stay in school. School will increase his earning power, happiness, and usefulness.

General view of school finances. (Graph. Receipts and disbursements.

Salaries in black bar graphs. Insert in center of page.)

Teachers' salaries. (Editorial on need of increase.)

Item on useful work done by Junior Red Cross boys.)

Installment 4

School building program. (Outline form.)

I. General building program.

A. Elementary schools.

1. Buildings to be erected.....

a. Hartley.....etc.

II. Order of buildings.

III. Summary of estimated costs.

V. Need for these buildings.

Installment 5

(High school edition)

The social life of the high school. A miniature world in which the students practice citizenship.

War shows value of schools.

The Lincoln high school program of studies. Fourteen curricula designed to meet the needs of as many groups.

Curriculum needs of the high school. Shops for industrial work essential to complete organization.

The most promising feature of Lincoln's growth. (Increasing enrollment.)

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The importance of planning for high school education. (Editorial.)

Lincoln high school students make good in army.

Why attend Lincoln high school? (Center insert—last page.)

What the Lincoln high school offers. (Center insert—first page.)

Physical efficiency of high school students.

Installment 6

VOTE BONDS FOR SCHOOLS. TWO-MILLION-DOLLAR ISSUE PLANNED BY THE
LINCOLN BOARD OF EDUCATION

Special election set for June 24.

Money derived from bond issue is to be spent for clearly defined purposes.

What will it cost in taxes?

Is it worth while?

MODERN SCHOOLS. (Essential to health and instruction.)

The Cost. (Center-of-page insert.) Table on school levy. (This illustration is reproduced elsewhere in full. See No. 74.)

Bonds for school buildings. (In other cities.)

The schools and Greater Lincoln.

Five arguments for the bond issue.

An emergency issue. (The bond issue.)

What our citizens say. (T. J. D. — and others cited to make up a page of endorsements from prominent citizens.)

No. 2 LAYOUT OF A PAMPHLET FOR A SALARY CAMPAIGN

SUBTITLES USED AT ROCHESTER, NEW YORK. THE TITLE PAGE OF THIS
APPEARS AS NO. 59

To the People of the City of Rochester:

The object of this pamphlet.

The present schedule.

The proposed schedule.

Can the city of Rochester financially afford to adopt the proposed schedule?

Is the proposed salary schedule unreasonably large?

How does the present salary schedule compare with the schedule of other cities?

Requirements for appointment as a grade or kindergarten teacher to the public schools of the city of Rochester.

Why does the board of education regard the proposed schedule as necessary?

EXAMPLES OF GOOD PUBLICITY MATERIAL

Conclusion.

How much is the education of your child worth to you and the community?

No. 3 **LAYOUT FOR A FOLDER TO BE USED IN A CAMPAIGN FOR INCREASE IN GENERAL SCHOOL SUPPORT**

An excellent four-page folder from Paducah, Kentucky, gives much important information in skillful statistical summaries under such headings as:

What the Public Schools of Paducah Have Done during 1917-18.

Facts concerning School Finances.

What Our Neighbors Are Doing.

Where Paducah Stands among Cities of Her Size in the United States.

What Other Kentucky Cities are Expending for Schools.

School Expenditures in the United States.

Salaries of Public School Teachers Compared with Other Salaries Paid in Paducah.

II. COMMITTEE REPORTS

No. 4 **REPORT BY A COMMITTEE OF CITIZENS**

At Oklahoma City the following was used in a pamphlet where the minimum increase needed for schools was set at \$200,000, although the committee had recommended much more:

A committee of citizens visited the various schools last year and recommended that a bond issue of at least \$500,000.00 be voted to care properly for the needs of the schools at that time. Since that report was made the attendance has increased, making the need for improvements greater than at that time, but the board realizes that this is no time to destroy wooden buildings to make way for fireproof construction when the purchasing power of the dollar in labor and material is so much below normal.

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No. 5 **REPORT GIVING THE VIEWS OF RECOGNIZED LEADERS FROM OUTSIDE THE COMMUNITY**

Is This Proposed Salary Schedule Unreasonably High?

The Committee on Education of the New York Federation of Labor submitted in its report thirty-eight recommendations for the improvement of the public schools of the state. In this report the Committee recommends "A state law to the effect that the minimum annual salary for teachers shall be not less than \$1200 a year."

Under the proposed salary schedule of the board of education the beginning salary would be but \$800 a year, and a teacher would be obliged to teach four years before she could receive the \$1200 a year which organized labor recommends as a beginning salary.

From pamphlet used in the Rochester, New York, salary campaign

No. 6 **REPORT BY ADVISORY COMMITTEE OF LADIES TO THE HONORABLE CITY SCHOOL BOARD HOUSTON, TEXAS**

GENTLEMEN:

We, your committee of ladies advisory to the school board, beg leave to report that we have just completed a thorough inspection of all the school property in the city. We have visited every school building belonging to the city, and have inspected thoroughly the grounds, rooms, halls, basements, closets, and every portion of the school property. . . .

We especially noticed the buildings recently erected by the city. Of these the Longfellow School was by far the best cared for. At Rusk, the janitor's service was fairly good, but at Crockett and Dow the service was hardly good to that extent. In some of these buildings we noticed that the children were already beginning to put marks of various kinds on the walls, but the Longfellow showed no sign of such defacement. . . .

We found the Lamar School to be the best cared for of all, and therefore we recommend that Mr. ————, the janitor of this building, be awarded the prize as the best janitor in the white schools. . . .

We urgently recommend that in the future, when new buildings are erected, there should be either no underground basement, or very little. . . .

While the care of the building as a whole has been fairly good, there is still much to be desired. A little care in the beautification of the yard, the setting out of flowers, the planting of ivy, etc., would make the grounds as attractive as those of Allen or Travis. . . .

EXAMPLES OF GOOD PUBLICITY MATERIAL

At Crockett there was not that evidence of the interest in the care of the building which we would expect in so new a school. Crockett is one of the new buildings afflicted with an underground basement. . . .

The general condition at the Abbott School was fair, but the yard was full of weeds. . . .

We recommend that at Harlow a two-foot elevated walk be made, so that teachers and pupils will have better access to it in very wet weather. It is an attractive building, although the janitor's service appears to have been not quite sufficient.

The Bray's Bayou School consists of one room, and that one not very clean.

We note with pleasure the general improvement in the character and cleanliness of our school buildings during the past year, and trust and believe that it will be continued during the next.

From the 1913-14 Annual Report of Houston, Texas

III. PRESENTATIONS OF SCHOOL NEEDS

Presentations of school needs are most successfully made by using statements of fact to emphasize such matters as growth in population, school enrollment, overcrowding, numbers housed in temporary quarters, pupils on part time, lack of playground and assembly facilities, number of rooms needed to care for increased enrollment, greater relative increase in school population and cost of operating than in income and capital outlays, etc. The illustrations in this section show presentations of needs on one or more of these matters.

No. 7

We live in a growing city

During the last ten years the enrollment in our elementary schools has increased 60 per cent and the enrollment in the high school has increased about 185 per cent. During the same ten years the population of the city has doubled. It has been almost impossible to build school buildings fast enough to take care of the increasing school population. The large increase in the enrollment of the upper grades means that pupils are staying in school longer than formerly.

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That new buildings are necessary is evidenced by the fact that the high school building completed three years ago, capable of accommodating 1000 pupils, cannot take care of 1500 pupils. The overflow is being taken care of in the old high school building which was left to house the pupils of the elementary schools in the Webster district. Because the old high school building is not available for elementary school purposes, the board of education is planning a new building for this district.

Our present buildings are inadequate

Many of the buildings used by the elementary schools are overcrowded. There are now fifteen schools housed in temporary frame structures, scattered over eight different districts. There are nine rooms in frame buildings used for manual training purposes. There are eight schools accommodated only in hallways, offices, or basement rooms. It thus appears that there are thirty-one elementary schools housed in temporary quarters, not to mention the nine manual training rooms.

Wichita, Kansas, leaflet

No. 8

The school population of Indianapolis has increased rapidly, so that three new 16-room buildings should be built each year to house her elementary schools, while the high schools have been without adequate and proper facilities for five or six years.

Because the amount spent on capital outlays has been inadequate, approximately 2800 children are now without seats in proper school-rooms. This means that Indianapolis lacks about five 16-room buildings of being able to house the present group of pupils.

Index statements from Indianapolis pamphlet. The treatment proper included statistical data, in brief tabular form.

No. 9

Conservatively, then, Johnstown is more than 2500 pupils behind in satisfactory building accommodations. In other words, we are over eighty rooms short of adequately housing the pupils enrolled in our schools.

Johnstown, Pennsylvania, leaflet to school patrons

No. 10

The members of the board of education have carefully studied school conditions in Omaha.

They know:

The present plant is inadequate.

Many children can attend school only half days.

[100]

EXAMPLES OF GOOD PUBLICITY MATERIAL

There are 60 rooms in the Omaha elementary schools, with more than 50 pupils in a single room.

Many schools have two teachers instructing pupils in the same room at the same time.

There were 2088 more children in the Omaha Public Schools on the opening day this year than one year ago.

We have 2000 elementary pupils housed in frame annexes.

We have 1459 young men and women attending one high school consisting of 19 separate temporary buildings,—old storerooms, frame annexes, etc.

Children need additional playground space.

Omaha has no auditorium in any school building large enough for all teachers to meet together at one time.

Conclusion:

After giving careful thought and best judgment to these conditions, they have formulated a building program covering an eight-year period, providing suitable places where the boys and girls may get the education to which they are entitled. \$5,000,000 is needed. Will you give this matter serious thought and vote November 4th?

An insert used in the middle of a page in the Omaha School Bulletin

O. 11

The *Lincoln School Bulletin* (Nebraska) in its first issue started a campaign for better school support by giving preliminary facts. A typical article is that on "More Money Needed to Maintain Schools." The sub-headings are:

Cost of operating has increased more rapidly than tax collections.

Increase in income only 8.7 per cent.

Increase in enrollment 20 per cent.

Increased cost per pupil 33 per cent.

War-time economies.

Capital outlay from general fund no longer possible.

Increased income absolutely needed.

O. 12 *Here's what Oklahoma City is up against*

38 more pupils than there are accommodations—NOW.

38 more pupils than rooms to hold them—NEXT FALL (Estimated).

28 more pupils than seats and desks—FALL OF 1920 (Estimated).

Oklahoma City folder

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No. 13

Chart showing the increase in the number of children in Kenosha having only a half day of school—Kindergartens not included.

2ND SEM.-1915-'16 [redacted] 166

1ST SEM.-1916-'17 [redacted] 140

2ND SEM.-1916-'17 NONE. Due to Opening of Lincoln School

1ST SEM.-1917-'18 NONE. Due to Opening of Lincoln School

2ND SEM.-1917-'18 [redacted] 201

1ST SEM.-1918-'19 [redacted] 555

2ND SEM.-1918-'19 [redacted] 1116

Votes of the right sort will shorten and erase entirely these black lines.

It means that we have an army of children too big for our facilities for training them.

It means that every day during the coming months at least 500 children must stand outside the doors of our schoolhouses and wait until those occupying a certain 500 seats inside get through with their hours of schooling and surrender those seats to the other shift.

Kenosha, Wisconsin, Leaflet

EXAMPLES OF GOOD PUBLICITY MATERIAL

STATEMENTS THAT POINT OUT NEEDS FROM THE STANDPOINT OF SANITATION, SAFETY, AND MORALS

No. 14

Do you know that the unsanitary conditions in our high school have become so notorious that the North Central Association of Colleges and Secondary Schools has dropped our school from the list of Accredited High Schools? This means that your children, after their graduation, are not permitted to enter a university or college in the North Central Association on the same basis as the graduates of other high schools, but that they must take another examination to enter.

Clinton, Iowa, leaflet

No. 15

The hallways and cloakrooms have been pressed into service as classrooms and, be it said to our shame, part of the work of the Commercial Course has to be carried on in the dampness of the high school basement, in close proximity to the boys' and girls' lavatories.

Think of the morality and safety of your children if you will not think of the educational advantages to which they are entitled.

Clinton, Iowa, leaflet

No. 16

The Old Building

The building was erected thirty years ago as a grade building and had additions built twenty and twelve years ago, respectively. The entire structure is of wood with a veneer of cheap brick facing on the outside. Any insurance man will testify that such a building is the most inflammable on earth and the most dangerous in the case of fire, which would become uncontrollable as soon as it got a good start. It is thus a literal firetrap in itself and when it is remembered that over four hundred students occupy the building from cellar to garret the possibility of a holocaust in case of fire is startling. Built originally as a cheap, light structure on a light stone foundation, it shows its age and decrepancy in every nook and corner. Walls have settled, letting the floors settle; the plaster of ceilings and side walls is cracked and loose in many places due to settling and to its being continually rimwracked in every heavy wind-storm. The roof is poor and patched, and is made up in different parts of shingle, gravel, and tin, requiring continual patching to reduce the leakage at every rain or thaw of snow. So much water has at different times come through the roof that considerable areas of the ceiling plaster

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

in different upper rooms have fallen from time to time, the last fall taking place from the commercial room ceiling only a few weeks ago.

Marinette, Wisconsin, circular

No. 17 STATEMENT THAT APPEALS TO A SENSE OF FAIRNESS AND JUSTICE

Relatively considered, therefore, the fact that present school salaries in St. Paul are low must be at once admitted by any one who looks into the situation. . . . There sometimes used to be the feeling that teachers were highly paid. Facts did not bear this out, but many frugal people persuaded themselves of the statement. But whatever was true, no one can now truthfully say that St. Paul teachers are even reasonably paid.

So far, then, as the Bureau of Schools is concerned, we are glad to state, both to the teachers and to the people of St. Paul, that justice and the demands for reasonable school progress will both require an increased salary schedule.

*Official Bulletin, Department of Education, City of St. Paul, Vol. 2,
No. 5*

IV. APPEALS TO CIVIC PRIDE

Such appeals are usually made through statements that tend to bring out the gain that will accrue to the city's reputation as a desirable place in which to live and to bring up children, the class of citizen it will attract and develop, the increase in general business and property values that will result, the comparative insignificance in cost of the things that are asked, and the relative rank that the city holds among similar cities because of its schools. The following selections illustrate one or more of these points:

No. 18 *By their schools shall ye know them*

Does ever the wise parent choose a new abiding place without first making the character and standards of that new home a vital consideration? Can any person say honestly that the high reputation of Denver's school system, with its capable teachers, has not played a big part in Denver's unprecedented growth in population?

Denver School Review, Vol. II, No. 1

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 19

There is a movement in the city to advertise Omaha over the United States. It is planned to spend \$30,000 in this campaign. The city schools are its best advertisement. . . . Such conditions as are prevalent in the High School of Commerce are enough to deter any one from settling in a city so indifferent in providing educational facilities.

Statement used at Omaha

No. 20

The direct and indirect benefits of this project will be numerous. Among the most important will be the acceleration of general business, due to increased population, and the high state and national prestige that will result to our city. People will no longer be forced to move to seek better educational facilities for their children; Clinton will no longer be compelled to see the finger of scorn turned toward her high school system.

Clinton, Iowa, pamphlet

No. 21

This district presents one of our greatest problems in education, as the population is largely foreign, and steps should be taken at the earliest possible moment to place there a building that would satisfactorily care for the Gillham School children, and at the same time be suitable for the Americanization work, which should be conducted for the benefit of the adult population of the district.

Alton, Illinois, Superintendent's statement of objectives

No. 22

A superior school system is the ideal community investment. When the proper additions, made possible by the passing of the bond issue, have been completed, Berkeley will attract the class of citizenry which will positively increase present property values and add greatly to the happiness and prosperity of our community.

Endorsement used at Berkeley

No. 23

Your business sense knows

That sanitary schools, adequate schools, well-built schools, that schools in keeping with the progressive spirit and efficient enterprise of forward-looking people, spell *Asset* for any community and never *Liability*.

Denver School Review, Vol. II, No. 1

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No. 24

In the Los Angeles teachers' salary campaign the teachers were instructed by their manager

"to impress upon the taxpayers the favorable influence upon property values exerted by the present school institutions."

No. 25

It is inconceivable that a city which has loaned the Federal Government two hundred million dollars, to make the world safe for democracy, will be unwilling to bond itself for eight millions to provide enough rooms for its children to go to school. *Buffalo Bond Issue pamphlet*

No. 26

Denver lent Uncle Sam \$57,372,350 to arm his boys for the big fight. Will she refuse to give \$8,000,000 to arm her children for life's great battle? *Denver School Review, Vol. II, No. 1, page 7*

No. 27

Can we afford to bring all our buildings up-to-date now?

The vital question is, "Can we afford not to?"

For less than half the cost of a battleship we could make the Denver school plant the equal of that of any city of its size in America.

Denver pamphlet

No. 28

How does the present salary schedule compare with the schedule of other cities?

According to the census of 1910 there are ten other cities in the country of approximately the same size as Rochester. Six of these have a higher schedule than the schedule now in force in Rochester. This means that a majority of these cities pay a higher beginning salary and a higher maximum salary than Rochester is paying. We, therefore, rank seventh in this list of cities. Is this in keeping with our work in other lines? We lead in so many other respects that we ought to lead in this one. The proposed schedule will enable us to do so.

Rochester, New York, pamphlet

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 29 *Where Paducah stands among cities of her size in the United States*

1. In regard to percentage of taxes received from the city, PADUCAH IS THE LOWEST CITY IN THE UNITED STATES (16.06%), the next lowest city being Vicksburg, Mississippi, which pays her schools 23% of all revenue collected.

2. IN PER CAPITA OF POPULATION EXPENDITURES, Paducah is NEXT TO THE LOWEST CITY IN THE UNITED STATES, of her size. (Paducah gives her schools \$2.12. Average in U. S., \$4.19.)

3. PADUCAH PAYS LESS to her schools in proportion to amount paid for police and fire than any other city of her size in United States. Paducah expends 74.6 cents for schools where she expends \$1.00 for fire and police. (Average city in U. S. expends \$2.22 for schools for every dollar expended for fire and police.)

4. Although only eleven cities of her size expended more money for all municipal purposes than Paducah in 1913, there were only three of these sixty-seven cities which paid less to their schools.

Paducah, Kentucky, leaflet

No. 30

Menasha spent \$45,000 in 25 years on new schools. See what smaller towns have done:

Two Rivers	Pop. 7000	\$130,000
Platteville	5000	200,000
Menominee	5500	150,000
Edgerton	3000	125,000
Clintonville	3000	180,000
Berlin	4800	250,000

Movie Slide at Menasha, Wisconsin

V. STATEMENTS OF INCREASED EDUCATIONAL ADVANTAGES TO BE GAINED BY ADOPTING THE PROPOSED PLAN

No. 31

This building should be abandoned as soon as the board considers it feasible and the children transferred to the Lovejoy School, which should be enlarged by an addition of two rooms with basement to accommodate manual training shop, domestic science laboratory, and lavatories for

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

boys and girls. This move would greatly improve the morale and efficiency of the colored schools and would permit a better organization of the classes, which would result in better instruction and higher efficiency all around.

From Alton, Illinois, circular

No. 32 VALUE OF JUNIOR HIGH SCHOOL ORGANIZATION

Why should we build junior high schools?

1. They keep the ninth-grade pupils closer to your home district.
2. They give the pupils a chance to be promoted by subjects rather than by grades.
3. They give the boys and girls a chance to begin to prepare for their careers at the time they should begin.
4. Pupils can begin to learn elementary electric wiring, concrete work, commercial work, shop work, printing, dressmaking, etc.
5. They keep the boys and girls in school for a longer period. Data show that many boys and girls who would otherwise drop out at the end of the 6th, 7th, or 8th grade remain in school through the 9th grade where there are junior high schools.
6. The Junior High School is economical from the standpoint of the boy or girl who lives a distance from the high school and has to pay carfare. The junior high schools are placed, if it is at all possible, within walking distance of the pupils who attend them.
7. The Junior High School includes 7th, 8th, and 9th grades. Thus relief would be afforded to many congested grade schools by the transfer of 7th and 8th grade pupils to the Junior High School.

Omaha Public Schools, November, 1919

No. 33 ADMINISTRATIVE ADVANTAGES

A Junior High School includes the 7th, 8th, and 9th grades. It thus relieves congestion in both elementary schools and in senior high schools. . . .

The 6-3-3 plan provides an elementary school in the immediate neighborhood of the child, a junior high school within walking distance. . . .

The junior high school brings together in one school organization the 7th, 8th, and 9th grade pupils from surrounding elementary schools in sufficient numbers to make possible many educational advantages which cannot be provided at the present time with these pupils divided into several small groups in separate grade schools. . . .

EXAMPLES OF GOOD PUBLICITY MATERIAL

EDUCATIONAL ADVANTAGES

1. Provides Attractive Special Rooms. . . .
2. A Richer and Varied Program of Studies. . . .
3. Helps Pupil Discover His Abilities and Opportunities. . . .
4. Provides for Individual Differences. . . .
. . . . It makes possible:
 - (a) Promotion by subject rather than by grade.
 - (b) Organization of homogeneous groups—pupils with similar desires and abilities. This is not possible in small schools.
 - (c) More rapid promotion of certain groups and individuals.
5. Eliminates Dull Monotony. . . .
6. Pupils Stay in School Longer.
 - (a) The junior high school is entered before the pupil has reached the age limit of compulsory attendance. . . .
 - (b) The offerings and attractiveness of the school itself will keep many pupils in school who would drop out in the ordinary 7th or 8th grade. By staying in school these three years many pupils will "find themselves." . . .
7. Transition to Senior High School Easier.

With the present type of small grammar school the pupil who finishes enters a strange land in the large, highly organized high school. He is bewildered by the maze of its intricate machinery. He has been living a very different school life. The operations of his school have been comparatively simple. He is now forced into an abrupt and sometimes, to his dismay, a violent transition. The result is discouragement, failure, and withdrawal. *For years more pupils have dropped out during the first year of high school than during any other year in the twelve-year course.*

From Des Moines pamphlet

No. 34 INCREASED SALARIES NECESSARY TO HOLD STRONG TEACHERS

The United States Commissioner of Education states:

Salaries of teachers are so low that they offer neither incentive to professional preparation nor encouragement to long tenure. Moreover, the new and more lucrative opportunities which the war has made avail-

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

able to teachers have made serious inroads on the profession. It can now be expected that qualified persons will continue to teach or capable ones will prepare for teaching, unless radical and sweeping changes are forthcoming in the salary scale.

Used in Los Angeles salary campaign

No. 35

Many of our teachers have left us during the past season to obtain better positions as interpreters, clerks, stenographers, etc., and when the increase may look like a substantial amount, it must be borne in mind that these salaries are drawn for very little over nine months, that during the other three months the teachers are under heavy expense attending summer schools, etc., reviewing and preparing for better work during the coming season.

Oklahoma City folder

No. 36

WHAT THE PROGRAM WILL DO FOR AMERICANIZATION

A large portion of the children in Cambria City schools come from homes of the city's foreign population. Conditions must not be imposed upon this element of our population that we would not impose on ourselves if we want America to mean "justice." The alien in our minds senses such distinctions more than we think. The real simon-pure Americanization is done through the children in our school. Let us see the fountain flows pure and abundant. A new building of sixteen rooms Chestnut Street would, right now, fill up nine of its rooms with little "New Americans." A vote for the Bond Issue is a vote for a Square Deal to Cambria City. *From a dodger used at Johnstown, Pennsylvania*

No. 37

THE COMMUNITY CENTER PLAN

Neighborhoods should be American and a combination of the best of all races that live in them. It is here that the school can become a conference and men organize themselves in a community forum meet in the schoolhouse for the discussion of all questions which concern the neighborhood. From discussion of neighborhood problems grows discussion of city, state, and national problems. If men are to understand American political ideals, they must be lived in the very neighborhood.

In this council chamber the American of foreign descent should be his conception of America, and should be helped in an understanding of American ideals and opportunities. He should learn that there is something

EXAMPLES OF GOOD PUBLICITY MATERIAL

hing more to America than its material strength, and he should ask the question, "How did this come to be?"

The Community Center plan requires of the school a good assembly room, reading room, kitchen, and a gymnasium, for it is to be the center where men meet for recreation, music, and social relationship, as well as for political ideals. From this center they should go forth with a larger understanding of America and their own opportunities and responsibilities.

Our Public Schools, Oakland, Vol. II, No. 4

VI. PICTORIAL PRESENTATIONS

Samples are given of the three types of pictorial devices which are freely used in the most successful printed publicity matter:

1. Photographs of actual school conditions. Suggestions for photographs and legends will be found in No. 38, which gives material used at Berkeley, California.
2. Cartoons, for examples of which see Nos. 39 to 42.
3. Graphs and pictorial presentations of statistical matter. See Nos. 13, 43, 46, 47, and 71.

No. 38 DESCRIPTIONS OF CERTAIN PICTURES USED IN THE SCHOOL NUMBER OF THE *Courier*—BERKELEY, CALIFORNIA, MARCH 22, 1919

P indicates a description of the picture, and *L* indicates the legend used with it.

- P.* Back of cheap wooden temporary buildings.
- L.* Are you proud of your ONLY high school? Have you ever looked behind the veneer that faces Grove Street and Allston Way? These shacks in the yards are crowding the boys and girls on to the lots and streets so that the "Music Conservatory" and the "drawing studio" may offer education to the older boys and girls
- P.* Back of shingle-sided portable.
- L.* Here is a portable at the Jefferson. Even the Little Red Schoolhouse of Grandma's days had nothing on it. Would you like to still

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

pump the water you used and travel a hundred feet to an "outside house"? Why not give the children of Berkeley a real school plant? Isn't your sister city Oakland way ahead of cultured Berkeley?

- P. Low-ceilinged basement of ward school, crowded with boys; post and hot-air pipes very prominent.
- L. The boys of the Oxford School are treated just as badly as the girls. Their dining place is also the basement of the Oxford School. No, the school department cannot help it; you are the one who is going to give these little men space in which to grow.
- P. Dark upper hall of a ward building, lighted by glass uppers in wall of classrooms, crowded with girls.
- L. Scene, upper hall at Longfellow School. Note the crowded conditions showing that all the rooms are caring for double the number of children contemplated. What would happen in case of a panic? Will you assume further responsibility?
- P. Very cheap sheds.
- L. Thousand Oaks district has these sheds for its school purposes. Can you give them better on March 29?
- P. Primary children seated in a kitchen with light from small window in rear.
- L. The children of the Oxford School are posing for the picture—but they are in their REGULAR seats in a kitchen, under a poor system of light and in a place never meant for the instruction of babies. No, the school department cannot help it—but YOU can. Vote yes on the bonds.
- P. Yard near portables, filled with children exercising in the open air.
- L. Shows the shacks and crowded yards in which some children of the Longfellow district study and exercise.
- P. Cheap portables.
- L. Portable school at the John Muir—and there are plans now ready for the needed unit, and the administration and heating plant there now. Who shall say which child shall study in a modern structure or in such shacks as these? Vote YES on the bonds as give each child an even break.

EXAMPLES OF GOOD PUBLICITY MATERIAL

39 CARTOON USED IN SALARY CAMPAIGN AT
 LOS ANGELES

Can We Hesitate?



Times, May 13, 1919

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 40

CARTOON USED IN A SALARY CAMPAIGN

THE PUBLIC PAY ROLL



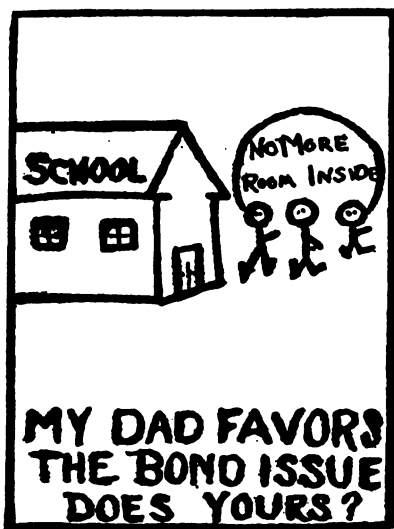
Copyright, 1936, New York Tribune, Inc.

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EXAMPLES OF GOOD PUBLICITY MATERIAL

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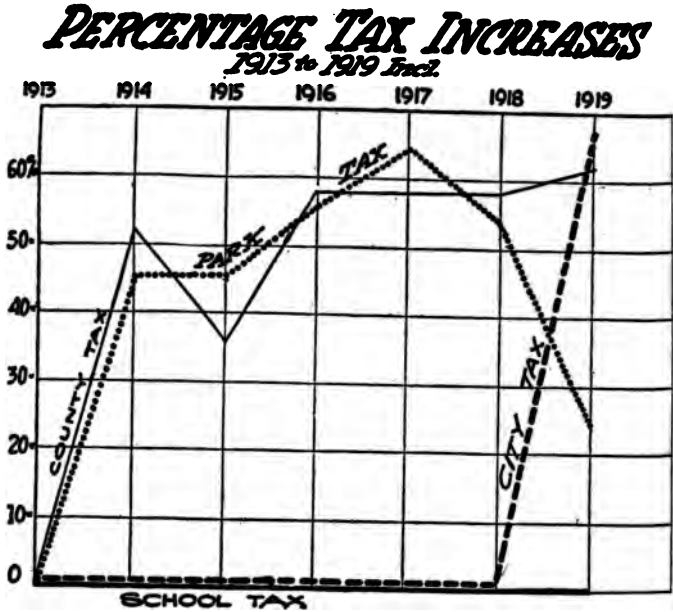
PUPIL'S CARTOON



From Johnstown, Pennsylvania, School News

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

**No. 42 GRAPH TO SHOW NEED OF GENERAL INCREASE
IN SCHOOL REVENUES**



From Taxpayers' School Bulletin, Springfield, Illinois

No. 43

BAR GRAPH

Vote Tuesday, March 25th "For the Levy"

This will insure a nine months term and the efficiency of the school system will be continued.
The reasons:

January, 1918, Enumeration, 13,453.

January, 1919, Enumeration, 15,556.

Net increase, 2,103.

1918-19, 450 Teachers.
1919-20, 515 Teachers (estimated)

From Tulsa, Oklahoma, handbill

EXAMPLES OF GOOD PUBLICITY MATERIAL

VII. APPEALS TO PARTICULAR GROUPS OF VOTERS

APPEALS TO PARENTS

The figures in these illustrations are now much out-of-date, but the examples are still very valuable as patterns. No. 45 is particularly good in that it will attract the attention of parents of small children, and of most women.

No. 44

Under a photograph of a young man graduate coming down the high school steps, the following appeared on a poster used in the Los Angeles Teachers' Organization Salary Campaign:

The graduate

Is he a paying proposition?

Every day spent in school pays the graduate nine dollars. This is shown in the following table, compiled by the United States Bureau of Education:

Uneducated laborers earn an average of \$500 a year for 40 years, a total of.....	\$20,000
High School graduates earn an average of \$1000 a year for 40 years, a total of.....	\$40,000

This education requires 12 years of schooling of 180 days each, a total of 2160 days in school.

If 2160 days at school add \$20,000 to the life income of the graduate, then each day at school adds \$9.02 to his ultimate earnings.

The twelve years these young people have spent in your schools add \$21,500,000 to their potential earning capacity.

Does it pay to educate?

No. 45

Under a picture of a little boy building with blocks, the following appeared on another poster used in the Los Angeles campaign:

What chance has this child?

Investigation has shown that the state or the community that gives he greatest educational opportunities to its youth receives the greatest returns in efficient citizenship and in financial advantages.

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

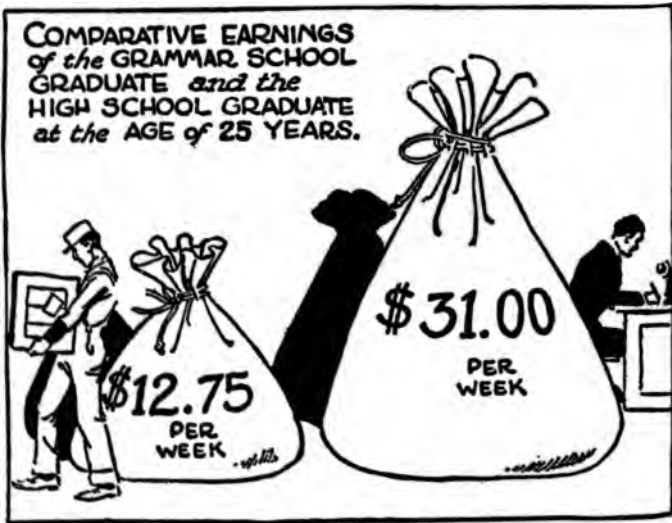
The earning capacity of the citizens of the different states varies in direct proportion to the amount expended upon public school education.

Months of research conducted under the direction of the educational authorities of an Eastern state, relative to the situation in two typical states, proved the following:

[Figures were cited to show that a state which gave a large number of years of schooling to each child at a large cost per year developed citizens who earned several times as much as those in another state which had only about half the number of years of schooling for each child and spent only about one-fifth the amount per child.]

No. 46

PICTORIAL GRAPH



From Kenosha leaflet

EXAMPLES OF GOOD PUBLICITY MATERIAL

47 POSTER DEvised BY NATIONAL CHILD WELFARE ASSOCIATION

THE MONEY VALUE of TECHNICAL TRAINING



UNTRAINED

Age	
14--	\$4.00 per week
18--	\$7.00 " "
20--	\$9.50 " "
22--	\$11.50 " "
25--	\$13.75 " "



TRAINED

Age	
14--	still in school
18--	\$10.00 per week
20--	\$15.00 " "
22--	\$20.00 " "
25--	\$31.00 " "

From cut used at Springfield, Illinois

APPEALS TO THE LABOR VOTE

48

this \$300,000, Clinton Labor will receive the greater portion of the 000 to be spent for labor, and Union Labor will be given a square in every respect. Therefore, while the construction of this High ol is for the direct benefit of your children, it will also be of direct fit to the laboring men of our city, and will be an important item in vork of the after-war reconstruction period.

inton, Iowa, Leaflet, signed by Tri-City Labor Congress and three railway brotherhoods

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 49 PLAN TO GIVE LOCAL CONCERNS CONTRACTS

In event of the success of the proposed school bond election, the Berkeley board of education has declared its intention of disposing of the building contracts under the segregation plan, which will not only mean a saving in the cost of construction, as has proved the case heretofore, but will insure keeping a greater portion of the work at home.

In other words, the various contracts will not be too large to prevent local contractors from bidding and will not be large enough to induce outside contractors with their outside labor to come to Berkeley. This plan has proved satisfactory in the past, resulting in considerable saving and at the same time keeping the contracts at home.—*Berkeley Gazette*.

(From the school issue of the *Courier*, Berkeley, California, March, 1919)

No. 50

By using Colorado labor and material to the greatest possible extent, we shall greatly improve labor conditions. *Denver Pamphlet*

VIII. ADVERTISEMENTS AND PRESS WORK

No. 51 HEADING OF SCHOOL NEWS DEPARTMENT OF A CITY PAPER

School News

PUBLISHED WEEKLY IN THE INTEREST OF THE STUTTGART SCHOOLS
BY SPECIAL CORRESPONDENT

Vol. 3

STUTTGART, ARKANSAS, THURSDAY, JANUARY 8, 1920

No. 16

From Grand Prairie News, Stuttgart, Arkansas

No. 52 LAYOUT OF A DOUBLE-PAGE ADVERTISEMENT

(A copy of this may be obtained from the Salary Committee of the Los Angeles Teachers' Organizations.)

Used in the Los Angeles dailies, May, 1919

Part of full-page advertisement used at Atchison, Kansas, June, 1919

Patriotism Begins At Home

It will do little good to build a Memorial Hall, if we fail to provide the proper school facilities for our children. It is in the school room where the child is first taught the rudiments of patriotism and love of country.

**Remember the Day and Date
of the Bond Election**

Tuesday, June 10, 1919

**ORGANIZATION COMMITTEE—MEMORIAL HALL
AND CITY SCHOOL IMPROVEMENTS**

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 54

A GOOD HANDBILL

Carried to every house two days before the election in Menasha, Wisconsin.

Citizens of Menasha

Listen! This Means Much to You

WE MUST EDUCATE OUR CHILDREN

The Merchants and Manufacturers of Menasha who pay three-fourths of the city tax appeal to you to vote favorably for a bond issue for addition to High School.

The cost to you to pay *interest* on bonds is 48 cents per one thousand dollars of assessment. If you have a house assessed at one thousand dollars the interest on bonds will cost you 48 cents on that house per year for the next fifteen years. Adding *interest* to the *bonds* themselves and dividing into a twenty-year period would mean a cost to you of one dollar per year on each thousand dollars of your assessment. This means if you have a house assessed at two thousand dollars the tax you pay on the house and interest would be two dollars per year.

Send your children to the High School grounds on the forenoon of Labor Day, Monday, Sept. 1, 1919, to participate in the parade headed by the Ninth Regiment Band.

Parade starts at nine o'clock, A. M. Will end at the Tri-City Concert until noon.

Everybody Turn Out. Young and Old

EXAMPLES OF GOOD PUBLICITY MATERIAL

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AN EFFECTIVE SMALL POSTER

"Plastered all over town" at Menasha, Wisconsin.

VOTE · FOR



**ive Menasha Boys and Girls the
Opportunities they Deserve.**

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 56

WINDOW TAG

A 10 x 10 tag used at Worcester, Massachusetts, printed so that it
can be hung by a corner.

WE
ENDORSE THE
CAMPAIGN

FOR

BETTER SALARIES

FOR

WORCESTER
TEACHERS

EXAMPLES OF GOOD PUBLICITY MATERIAL

p. 57

"WE ARE ADVERTISED BY OUR FRIENDS"

Part of advertisement at Berkeley, contributed by the banks.

BERKELEY, CALIFORNIA

BERKELEY BANK OF SAVINGS

Berkeley's Credit Is Good in Financial Circles.

School Bonds Will Find a Ready Market.

Think Seriously On the Needs of Our City and Vote on Saturday,
March Twenty-ninth.

Our Affiliated Banks Believe in a Progressive Berkeley and Stand Ready
to Back Up Its Growth and Advancement.

BERKELEY BANK OF SAVINGS

BERKELEY BANK OF SAVINGS
AND TRUST COMPANY

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 58

PREPARING FOR THE SCHOOL PARADE

DOES YOUR AUTOMOBILE RUN?

**Enter it in the parade Monday morning and show
the world.**

"Boost For Schools"

Menasha, Wisconsin, daily paper

EXAMPLES OF GOOD PUBLICITY MATERIAL

Co. 59

ATTRACTIVE TITLES

Cover page for a pamphlet on salaries which is almost certain to
sure a reading of the other pages.

Should the Salaries *of* the Public School Teachers of Rochester be Increased?

**The Board of Education
answers this question
in full in this pamphlet**

**Read it carefully and
give us YOUR opinion**

**From
The Board of Education
Rochester, N. Y.**

January, 1919

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

**No. 60 A GOOD PAGE FOR CLINCHING THE ARGUMENT
FOR SCHOOL BUILDINGS**

VOTE BONDS FOR SCHOOLS MARCH 8

The Problem

To save our children from ignorance
To provide decent school rooms for thousands of pupils who
now occupy congested rooms, unsanitary shacks and dingy
basements.
To furnish schools for the increasing thousands of children
who will knock at the doors for entrance during the next five
years.

The Solution

By your vote authorize the Board of Education to issue
\$3,500,000 in bonds for a five-year building program.
Build: Two new senior high schools.
An addition to West High School.
Four new junior high schools.
An addition to Amos Hiatt Junior High School.
Three new grade schools
Eight additions to grade schools

The Cost

BONDS	\$3,500,000
ANNUAL INTEREST AT 5%	175,000
ANNUAL LEVY FOR INTEREST.....	4½ mills
<small>(Levy is made on ¾ of the assessor's valuation.)</small>	
A \$10,000 valuation will pay.....	\$11.25
A 5,000 valuation will pay.....	5.63
A 2,500 valuation will pay.....	2.81
A 1,000 valuation will pay.....	1.12
A 500 valuation will pay.....	.56
A 100 valuation will pay.....	.11

IS IT WORTH 11 cents on the \$100 of your property to give
the children a fair chance?

(Bonds will be issued only as needed.)

THE RESULT

Strong, Happy, Intelligent Children
Loyal Americans Better Democracy

GIVE THE CHILDREN A CHANCE VOTE BONDS

From a Des Moines pamphlet

EXAMPLES OF GOOD PUBLICITY MATERIAL

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SLOGANS

NOTE. The rhymed slogans from Berkeley are cited, so much for their intrinsic value, but because they were ten by school children.

It's a Duty You Owe the Children:
Vote for the bond issue.

Denver

A vote for the Bond Issue is a vote for
A SQUARE DEAL FOR THE CHILDREN.

Johnstown, Pennsylvania

Vote YES on the bonds and give each child an even break.

Berkeley

Give Menasha boys and girls the opportunities they deserve.

So help the kiddies help themselves,
And vote—vote—vote.

Berkeley

The Needs of Young America Must Go Forward.

Vote "Yes" for the School Bonds, November 4.

Johnstown, Pennsylvania

"Public Instruction should be the first object of government."—NAPOLEON I.

Tulsa

Your Public Schools—The City's Greatest Asset.

Los Angeles

The Chief Asset of Seattle is Seattle's Children.

Modern Schools will be Lincoln's Greatest Asset.

More Children, More Schools;
More Schools, More Buildings;
More Buildings, More Bonds;
A Greater Seattle!

Stand by The Old Home Town.

Atchison, Kansas

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

Berkeley's for education,
Should be our reputation.

If you want Berkeley to boom,
Give the schools more room.

The schools must either fall back or move forward.
Which does St. Paul choose?

We Must Vote Our Way Out. *Springfield, Illinois*

Save Our Schools! *Decatur, Illinois*

The Bond Issue Must Not Fail. *Johnstown, Pennsylvania*

Let's go, Menasha.

Vote for High School Addition Bonds, September 2.

Pay Teachers Enough. *St. Paul*

Don't be slackers,
Don't be fools;
Vote for bonds—
And help the schools. *Berkeley*

Be square,
Play fair,
Do your share;
Vote for Berkeley School Bonds.

Better schools—better scholars.
Don't be a slacker,
Vote the dollars. *Berkeley*

Vote for the bonds while you are alive,
Down with annexes, 1, 2, 3, 4, 5. *Berkeley*

When it rains our yards are ponds,
So let us plan to vote for bonds. *Berkeley*

The schools are in a bad condition,
Let the bonds be their physician. *Berkeley*

You bought bonds for destruction,
Now vote bonds for instruction. *Berkeley*

EXAMPLES OF GOOD PUBLICITY MATERIAL

. 62

PETITION COUPON

One of several on the same page of the Buffalo pamphlet.

I desire to add my name to a petition asking the City Council to immediately appropriate the money asked for by the Board of Education for the purpose of providing adequate school facilities for the children of this city.

NAME

ADDRESS

.....

.....

.....

.....

. 63

ADVANCED POLLING CARD FORMS

Used at Rochester, New York.

PLEASE READ CAREFULLY

We, the undersigned members of the Board of Education, believe that the adoption of this proposed salary schedule is of vital importance to our public schools. We ask you to indorse this judgment by signing and returning the card at the bottom of this sheet—form No. 2. The card is properly addressed. You will therefore simply need to sign it, place upon it a two-cent stamp and mail it. If you do not endorse the judgment of the Board you are requested to sign and return form No. 1, together with any comments or reasons for your action. The Board desires the fullest possible expression in this matter.

MR. _____, President

DR. _____

DR. _____

SS _____

MR. _____

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

FORM No. 1

I believe that the Board of Education should NOT adopt the increased salary schedule proposed and I believe further that the Board of Estimate and Apportionment and the Common Council should NOT grant to the Board of Education such additional funds for school purposes as may be necessary to put this schedule into operation at the beginning of the next school year in September, 1919.

Name.....

Address.....

FORM No. 2

I believe that the Board of Education SHOULD adopt the increased salary schedule proposed and I believe further that the Board of Estimate and Apportionment and the Common Council SHOULD grant to the Board of Education such additional funds for school purposes as may be necessary to put this schedule into operation at the beginning of the next school year in September, 1919.

Name.....

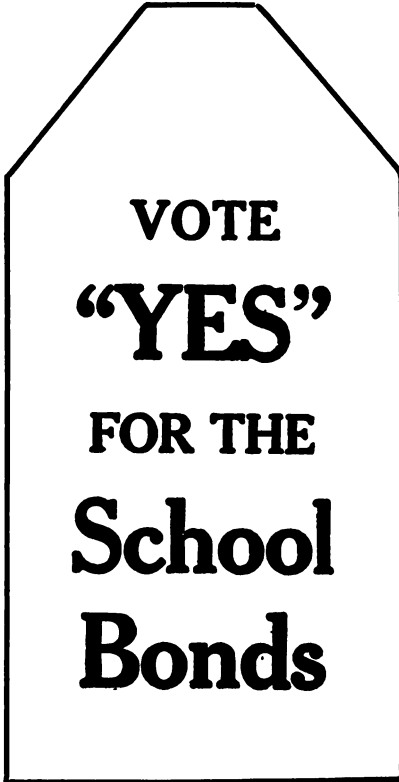
Address.....

EXAMPLES OF GOOD PUBLICITY MATERIAL

64

PREELECTION TAG

Used at Johnstown, Pennsylvania.



CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 65

ELECTION-DAY TAG

Used in red ink at Blytheville, Arkansas, on a petition proposition it could be easily adapted for election-day purposes.



INSTRUCTIONS TO VOTERS

Vote "Yes" for the School Bonds, November 4th.
 Below is the wording of the Bonding proposal that will appear at the bottom of the ballot.
 Cross mark (X) in square at right of word "Yes."

INCREASE OF INDEBTEDNESS

If in favor of the increase of the indebtedness mentioned below, cross mark (X) in square at right of word "yes." If opposed to said increase, cross mark (X) in square at right of word "no."

Shall the indebtedness of the School District of the City of Johnstown, Cambria County, Pennsylvania, be increased \$2,000,000, which increase of indebtedness, together with the existing indebtedness thereof, will not exceed Five and Seven-One Hundredths plus per centum of the last assessed valuation of the taxable property therein; said increase of indebtedness is for the following purposes:

The completion of the William A. Cochran School; Eighth Ward; the erection of Office and Supply Building for said School District; the erection of a Central High School, Fifth Ward; the erection of Junior High School, Twentieth Ward; the erection of Maple Park School, Seventeenth Ward; the erection of Prospect Grade School, Twelfth Ward; the erection of Cooperdale Grade School, Twenty-first Ward; addition to Chestnut Street School, Sixteenth Ward; the erection of other school buildings as may be required, and the purchase of additional real estate for school purposes, and the furnishing and equipment of the same.

YES <input type="checkbox"/>	NO <input type="checkbox"/>
---------------------------------	--------------------------------

From Johnstown, Pennsylvania, leaflet

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 58

PREPARING FOR THE SCHOOL PARADE

DOES YOUR AUTOMOBILE RUN?

**Enter it in the parade Monday morning and show
the world.**

“Boost For Schools”

Menasha, Wisconsin, daily paper

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 59

ATTRACTIVE TITLES

Cover page for a pamphlet on salaries which is almost certain to insure a reading of the other pages.

**Should the Salaries *of* the
Public School Teachers of
Rochester be Increased?**

**The Board of Education
answers this question
in full in this pamphlet**

**Read it carefully and
give us YOUR opinion**

**From
The Board of Education
Rochester, N. Y.**

January, 1919

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

No. 60 A GOOD PAGE FOR CLINCHING THE ARGUMENT
FOR SCHOOL BUILDINGS

VOTE BONDS FOR SCHOOLS MARCH 8

The Problem

To save our children from ignorance

To provide decent school rooms for thousands of pupils who now occupy congested rooms, unsanitary shacks and dingy basements.

To furnish schools for the increasing thousands of children who will knock at the doors for entrance during the next five years.

The Solution

By your vote authorize the Board of Education to issue \$3,500,000 in bonds for a five-year building program.

Build: Two new senior high schools.
An addition to West High School.
Four new junior high schools.
An addition to Amos Hiatt Junior High School.
Three new grade schools
Eight additions to grade schools

The Cost

BONDS\$3,500,000
ANNUAL INTEREST AT 5%..... 175,000
ANNUAL LEVY FOR INTEREST..... 4½ mills
(Levy is made on ¾ of the assessed's valuation.)

A \$10,000 valuation will pay.....\$11.25
A 5,000 valuation will pay..... 5.63
A 2,500 valuation will pay..... 2.81
A 1,000 valuation will pay..... 1.12
A 500 valuation will pay..... .56
A 100 valuation will pay..... .11

IS IT WORTH 11 cents on the \$100 of your property to give the children a fair chance?

(Bonds will be issued only as needed.)

THE RESULT

Strong, Happy, Intelligent Children

Loyal Americans

Better Democracy

GIVE THE CHILDREN A CHANCE

VOTE BONDS

From a Des Moines pamphlet

EXAMPLES OF GOOD PUBLICITY MATERIAL

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SLOGANS

NOTE. The rhymed slogans from Berkeley are cited, so much for their intrinsic value, but because they were ten by school children.

It's a Duty You Owe the Children:
Vote for the bond issue.

Denver

A vote for the Bond Issue is a vote for
A SQUARE DEAL FOR THE CHILDREN.

Johnstown, Pennsylvania

Vote YES on the bonds and give each child an even break.

Berkeley

Give Menasha boys and girls the opportunities they deserve.

So help the kiddies help themselves,
And vote—vote—vote.

Berkeley

The Needs of Young America Must Go Forward.
Vote "Yes" for the School Bonds, November 4.

Johnstown, Pennsylvania

"Public Instruction should be the first object of government."—NAPOLEON I.

Tulsa

Your Public Schools—The City's Greatest Asset.

Los Angeles

The Chief Asset of Seattle is Seattle's Children.

Modern Schools will be Lincoln's Greatest Asset.

More Children, More Schools;
More Schools, More Buildings;
More Buildings, More Bonds;
A Greater Seattle!

Stand by The Old Home Town.

Atchison, Kansas

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

Berkeley's for education,
Should be our reputation.

If you want Berkeley to boom,
Give the schools more room.

The schools must either fall back or move forward.
Which does St. Paul choose?

We Must Vote Our Way Out. *Springfield, Illinois*

Save Our Schools! *Decatur, Illinois*

The Bond Issue Must Not Fail. *Johnstown, Pennsylvania*

Let's go, Menasha.
Vote for High School Addition Bonds, September 2.

Pay Teachers Enough. *St. Paul*

Don't be slackers,
Don't be fools;
Vote for bonds—
And help the schools. *Berkeley*

Be square,
Play fair,
Do your share;
Vote for Berkeley School Bonds.

Better schools—better scholars.
Don't be a slacker,
Vote the dollars. *Berkeley*

Vote for the bonds while you are alive,
Down with annexes, 1, 2, 3, 4, 5. *Berkeley*

When it rains our yards are ponds,
So let us plan to vote for bonds. *Berkeley*

The schools are in a bad condition,
Let the bonds be their physician. *Berkeley*

You bought bonds for destruction,
Now vote bonds for instruction. *Berkeley*

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 62

PETITION COUPON

One of several on the same page of the Buffalo pamphlet.

I desire to add my name to a petition asking the City Council to immediately appropriate the money asked for by the Board of Education for the purpose of providing adequate school facilities for the children of this city.

NAME

ADDRESS

.....
.....
.....
.....

No. 63

ADVANCED POLLING CARD FORMS

Used at Rochester, New York.

PLEASE READ CAREFULLY

We, the undersigned members of the Board of Education, believe that the adoption of this proposed salary schedule is of vital importance to our public schools. We ask you to indorse this judgment by signing and returning the card at the bottom of this sheet—form No. 2. The card is properly addressed. You will therefore simply need to sign it, place upon it a two-cent stamp and nail it. If you do not endorse the judgment of the board you are requested to sign and return form No. 1, together with any comments or reasons for your action. The Board desires the fullest possible expression in this matter.

MR. _____, President

MR. _____

DR. _____

MISS _____

MR. _____

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

- Q.** How much did the city of Springfield in 1918 increase its rate for city purposes?
- A.** From \$1.20 per hundred dollars to \$2.00 per hundred dollars or 66 $\frac{2}{3}$ %.
- Q.** How great an increase is the Board of Education asking the people to vote Tuesday, May 27th?
- A.** The total tax rate for educational and building purposes is now \$3.00 per hundred dollars. If the people vote \$3.00 for educational purposes and the Board fixes the rate for building purposes at \$1 per hundred dollars, the total rate will then be \$4.00 per hundred dollars or an increase of 33 $\frac{1}{3}$ %.

Springfield, Illinois

No. 72

Bulletin 7

HIGHEST PAID
SCHOOL-TEACHERS' SALARIES AND THOSE OF OFFICIALS
IN OTHER DEPARTMENTS
TABLE OF
COMPARATIVE INCREASES
IN SALARY

<i>Position</i>	<i>1903</i>	<i>1919</i>	<i>Increase per cent</i>
Mayor.....	\$2500	\$5000	100
Chief of Police.....	2000	4000	100
Chief of Fire Department.....	2000	4000	100
Deputy Chief of Police.....	1500	3000	100
Deputy Chief of Fire Department.....	1300	3000	130
Police Lieutenant.....	1150	2300	106
Police Sergeant.....	1100	2100	90
Captain, Fire Department.....	1100	2300	110
Lieutenant, Fire Department.....	1050	2100	100
<hr/>			
Superintendent of Schools.....	\$4000	\$5000	25
High School Principal.....	3000	3750	25
High School Teacher (highest paid).....	2300	2650	15
Grammar Principal (highest paid).....	2100	2800	33

Worcester, Massachusetts

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 73

Question. Why is the margin of subsistence placed at — per calendar year?

Answer. A survey of conditions among Rock Island teachers shows the following:

Room and Board	\$ —
Clothing	—
Laundry	—
Professional	—
Toilet Articles	—
Contributions	—
Pleasure	—
Doctor, Dentist, Drugs	—

Question. Should we expect the foster mother of our children to live near the margin of subsistence without insurance, savings, or realized opportunities for professional growth, culture, or recreation and develop the best in our children?

Answer. If we do, we shall be disappointed. Low salaries are driving teachers from the profession. A crisis has arisen. There is only one solution. Increased salaries for teachers.

A minimum increase has been granted to teachers for the coming year. This has been granted because of the belief of the board of education, that increased revenue will be voted for the schools—June 24—School Election Day.

Taxpayers' School Bulletin (mimeographed), Rock Island, Illinois

The Cost

Present School Levy	48 Mills
Levy for Next Year if Bonds do not carry	52 Mills
Levy for Next Year if the Bond Issue Carries	60 Mills
Additional Levy Required by Bonds..	8 Mills

Taxes will be increased on account of the extra 8 mill levy—due to the bond issue,—as follows:

(Levy is made on one-fifth of the assessor's valuation)

A	\$10,000 valuation will pay	\$16.00 extra
A	\$5,000 valuation will pay	\$8.00 "
A	\$1,000 valuation will pay	\$1.60 "
A	\$500 valuation will pay	80c "
A	\$100 valuation will pay	16c "

Is it worth 16c on the \$100.00 to give the kiddies a square deal?

Insert from Lincoln School Bulletin

No. 75 *What will this bond issue cost the taxpayer?*

71 cents per annum, for the first fifteen years, on the actual value of each \$1000 worth of property which he owns, and for the second fifteen years it will cost him \$1.65 per annum, or a total sum for the entire bond issue in thirty years of \$35.40.

Omaha Public Schools, Vol. I, No. 1

EXAMPLES OF GOOD PUBLICITY MATERIAL

No. 76

**TAX RATE CHART FOR BOND ISSUE
MARINETTE, WISCONSIN (ADAPTED)**

<i>Year</i>	<i>Int. due</i>	<i>Principal due</i>	<i>Rate of tax</i>	<i>\$300 house tax</i>	<i>\$500 house tax</i>	<i>\$800 house tax</i>	<i>\$1000 house tax</i>
1914	\$5850	None	.00096	.29	.48	.77	.96
1919	5850	\$10,000.00	.00262	.78	1.31	2.09	2.62
1931	450	\$10,000.00	.00172	.51	.85	1.37	1.71

No. 77

**STATEMENT TO SHOW GOOD CONDITION FOR
BONDING FOR \$23,000 MORE FOR SCHOOLS**

Our Bond Fund is in good condition, as indicated by the following facts:

Assessed valuation, City of Bedford, 1918.....	\$4,220,375.00
Bond limit for School City.....	84,407.50
Present bonded indebtedness.....	33,000.00

We have no bonds maturing on July 1, 1922, nor on January 1, 1923. The issue contemplated can begin maturing on dates suggested as follows:

July 1, 1922.....	\$5000
Jan. 1, 1923.....	5000
July 1, 1923.....	3000
Jan. 1, 1924.....	3000
July 1, 1924.....	3000
Jan. 1, 1925.....	4000

Our present bonds beginning with July 1, 1923, mature at the rate of only \$2000 on the above-mentioned dates; so it will be seen that the issue which we are contemplating making can be made without increasing our tax levy.

Part of statement made by Bedford, Indiana, school authorities to the Board of State Tax Commissioners, September, 1919

No. 78

*Can the city of Rochester financially afford to
adopt the proposed schedule?*

The assessed valuation of the city is approximately —. The new schedule would not go into operation until next September. It would thus operate but four months during the present year, 1919. For the present year, therefore, it would add at the outside not more than sixty cents (\$.60) to the taxes that every taxpayer would otherwise pay on

CAMPAIGNS FOR BETTER SCHOOL SUPPORT

each one thousand dollars of his assessed valuation. In 1920 and thereafter it would be in operation ten months of each year, and would add not more than one dollar and a half (\$1.50) to the tax that each one would pay on each one thousand dollars.

Are you willing to have this amount of money added to your taxes to insure the best teachers for our public schools?

Rochester pamphlet

No. 79

Do you own \$1000 worth of property?

If so:

The High School Addition Bonds
will cost you 4 cents per month.

Are you willing to spend a nickel per
month for adequate school facilities?

Movie slide at Menasha, Wisconsin

No. 80

At Los Angeles the teachers' salary campaign committee found the increase in savings bank deposits for two months and then calculated the average daily increase. They then said that with this gain the money asked for by the teachers "could be paid for in less than five days by Los Angeles citizens OUT OF SAVINGS."

Los Angeles leaflet

No. 81

The Levy Increase Insignificant

Naturally you ask—What will it cost me, what strain will this \$8,000,000 issue of bonds for schools make on my pocketbook? And the question is a vital one to every taxpayer. It deserves the fairest possible answer. The following table, compiled carefully, will show you what it will mean to you in actual cost for interest and the retirement of the bonds. Compare this with the benefits that will accrue. . . .

Conservative estimates show that, issuing and retiring the bonds as indicated above; figuring the annual increase in valuation of city property on the normal increase for the past three years, the increased millage at 5% per annum would be as follows:

<i>Year</i>	<i>Mill Increase</i>
1920	.28
to	
1931	1.57
to	
1949	.61

EXAMPLES OF GOOD PUBLICITY MATERIAL

It will be noted that the increase varies from 28 cents per \$1000 the first year to \$1.65 per \$1000 the eleventh year. This means that the increase of taxation on a home worth \$5000 would be 84 cents the first year, with a maximum of \$4.95 the eleventh year.

The foregoing studies indicate that the increase in levy necessary for the interest and payment of bonds to the amount of \$6,000,000 would be no sacrifice. On the contrary, the educational advantages which would accrue from the increased expenditure and still leave Denver in far better financial condition than many other cities, larger and smaller, make the program desirable.

Denver School Review, Vol. II, No. 1, page 8

O. 82

The whole building program, if immediately undertaken, means that the children of the city will be given proper school facilities at an increase in tax rates of *six tenths of a mill per dollar*, or sixty cents a thousand on the assessors' valuation of your property. The man owning a home assessed at \$4000 will pay \$2.40 a year as his share toward giving the children of Buffalo adequate school facilities.

O. 83

It is unthinkable that any man understanding the need and realizing the trifling cost of the whole program, when spread over the assessed valuation of this wealthy city, will oppose it.

Neither will he urge delay nor argue for undertaking only a part of it this year, **THEREBY DEPRIVING SOME OF THE CHILDREN OF IMMEDIATE RELIEF.**

Buffalo pamphlet

O. 84

A Letter From a Taxpayer

I am a taxpayer. At this time of year taxpayers feel the stress of tax payments, and many of them make critical remarks because of this stress, I among them. In this frame of mind, it occurred to me that I would like to know where the tax money goes, so I proceeded to make a figure. My home is a comfortable one, perhaps a little better than the average. The real estate is assessed at \$850.00, the improvements at \$750.00 and my personal property at \$450.00. My total city taxes for the year is \$33.21, at a rate of \$1.84. My total county taxes is \$44.75, at a rate of \$2.21. My annual city taxes is apportioned approximately as follows:

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CAMPAIGNS FOR BETTER SCHOOL SUPPORT

Police Department.....	\$ 4.21
Fire Department.....	4.95
Street Lighting.....	1.81
Health Department.....	.90
Streets.....	4.54
Harbor.....	2.14
City Hall and Auditorium upkeep.....	.95
Public Parks.....	1.50
Playgrounds.....	.32
Public Library.....	1.22
*Bonds for City Hall, Parks, Waterfront, Auditorium, and City Schools.....	2.13
City Officials' Salaries and Expenses.....	2.97
**Miscellaneous.....	5.08
<hr/>	
Total.....	\$33.21

*The expense for these bonds would be about three times that total, except that other revenues of the City are applied on bond redemption.

**This includes woodyard, pound, garbage collections, pensions, insurance, charities, service bonds, etc.

This tabulation set me to thinking. It is worth more than \$5. a year for me to have a fire house located not far from my home. It is worth a good deal more than \$4.54 a year to have good streets or \$1.50 a year to have our beautiful parks, and \$1.22 a year to have our Public Library and branches.

I pay as much for my daily morning paper as I do for police and fire protection. My monthly bill for household lights is double my yearly bill for street lighting. I pay less than a dollar a year for the Health Department, that has just carried Oakland through an epidemic much more successfully than is the case in other cities.

My annual county tax bill, amounting to \$44.75, is apportioned approximately as follows:

Salaries of regular County Officials.....	\$ 2.84
Expenses of County Offices.....	3.36
*Charities and Corrections.....	6.19
Bridge Bonds.....	.51
Miscellaneous.....	3.28
County High Schools.....	3.85
County Elementary Schools.....	5.47
Oakland High Schools.....	5.47
Oakland Elementary Schools.....	6.08
Oakland Kindergartens.....	1.22
School Buildings.....	3.04
School Buildings Bonds.....	3.44
<hr/>	
Total.....	\$44.75

*This includes \$3.80 for permanent buildings for hospitals.

I do not know whether all the offices which we now have are needed, or whether some matters could be done more economically but we need the Courts of Justice and their officials. The title to real property is recorded and protected by county officials. For this, and many other things, I pay \$6.20 per year. There is a large item: *charities and corrections*, amounting to \$6.19 a year. For this

EXAMPLES OF GOOD PUBLICITY MATERIAL

amount the county is taking care of hundreds of unfortunates, for any one of whom a person more heartless than I would subscribe an amount as large as the total contributed to the county.

The schools are a big item—taken altogether, the largest item on the tax list. I pay \$9.20 a year for high schools in Alameda County and Oakland, \$11.40 for elementary schools, \$1.20 for kindergartens, and \$6.40 for school buildings. Therefore, my total taxes for schools is \$28.20. I understand, however, that good high school education costs \$100.00 or more per pupil per year. Private schools charge more. I understand that elementary education costs \$50.000 per year per pupil.

I have a child in high school whom I desire to have educated, and whom the community desires to have trained for American citizenship. **THE COMMUNITY SPENDS MORE ON HIS EDUCATION THAN THE TOTAL OF MY COUNTY AND CITY TAXES.** The cost of two children in elementary school is greater than my total annual taxes. Hence, I am unable to locate any item on which I feel sure that I am expending too much. The big business men may pay more taxes than I, but I am willing to buy goods from them in order that they may pay their taxes and I am more willing now to patronize men who help support our institutions. All I can ask is that we get full service out of every dollar.

AN OAKLAND TAXPAYER

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APPENDIX

of places that supplied especially helpful data for this bulletin.

	<i>Kentucky</i>	Oklahoma City
gham	Louisville	Tulsa
	Owensboro	<i>Pennsylvania</i>
ville	Paducah	Harrisburg
rings	<i>Louisiana</i>	Johnstown
ro	State Department	<i>Tennessee</i>
rt	<i>Massachusetts</i>	Chattanooga
:	Worcester	Memphis
y	<i>Michigan</i>	<i>Texas</i>
geles	Benton Harbor	Houston
d	Detroit	San Antonio
	<i>Minnesota</i>	State Department
	Minneapolis	<i>Utah</i>
	St. Paul	State Department
	<i>Missouri</i>	<i>Washington</i>
)	Kansas City	Seattle
r	St. Louis	<i>Wisconsin</i>
eyville	<i>Nebraska</i>	Beloit
land	Lincoln	Beaver Dam
ield	Omaha	Chippewa Falls
ork	<i>New Jersey</i>	Dunn County Normal School
	Montclair	Fort Atkinson
l	New Brunswick	Iron River
sville	<i>New York</i>	Kenosha
ille	Buffalo	La Crosse
opolis	Rochester	Manitowoc County
	<i>North Carolina</i>	Marinette
	Greenville	Menasha
ines	<i>Ohio</i>	Mineral Point
City	Cincinnati	Portage
l	Cleveland	Price County Training School
	<i>Oklahoma</i>	Racine
n	Alva	Washburn
ce	Ardmore	Watertown
	Lawton	

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(1) Every page reference beyond page 92 is to some concrete illustration of the
(2) To save space, the words *campaign*, *publicity*, and *school* do not appear in
index as adjectives. For combinations where they would thus naturally occur,
the next most significant word. (3) Topics are set in capitals and small capitals;
names of persons and communities in plain capitals and lower-case letters.

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